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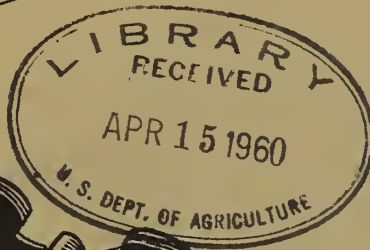
Looking Ahead in

RESERVE

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MANAGEMENT

USDA



TRAINING
INSTITUTE



SANTA BARBARA, • CALIFORNIA

January 26 - February 6 • 1959

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Ensley E. Wood, Institute Manager; John P. Haughey, member TAM Work Group; Edmund N. Fulker, Institute Director, and Robert L. Stockment, member TAM Work Group discuss the Program at the opening of the Institute.

FORWARD

This is a summary report of the TAM Institute held at Santa Barbara, California, January 26 through February 6, 1959.

Agriculture is going through an economic and technical revolution. We, of the USDA recognize that maintaining a high plane of service to agriculture and our country demands development of managerial skills to the highest degree. It also requires a unified and cooperative spirit of all agencies within the Department. This TAM Institute gives to us some of the tools for self-development as administrative managers.

The overall purpose of this TAM Institute is to improve the administrative management in the large, dynamic, and complex Department of Agriculture. No overnight miracles are expected; however, it is believed that this institute will improve management skills, increase understanding of Department programs, and provide a nucleus of leaders for organizing and conducting one week workshops for other personnel.

We who were selected to participate consider it a privilege and deeply appreciate the opportunity thus afforded us. The experience has presented a challenge. Before attending this Institute a number of us probably were from the old school who "flew by the seat of our pants" as the old saying goes. We are convinced that this Institute has provided some of the basic instruments on our instrument panel of good management, and there is no longer a need to fly entirely by instinct.

The future of our Department is partially in the hands of this small group. We have the opportunity to help mold good administrative managers for tomorrow. A few of the possibilities are:

1. Self-development.
2. Planning, organizing, and carrying out of local TAM Workshops.
3. Promoting the application of improved management practices in agencies where we work.

We have charted our course well and should have less fear of getting lost in the future.

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ACKNOWLEDGEMENTS

We, the participants, are indebted to the many persons who have helped to conceive of this Institute and who have helped to plan, organize and finally to bring it into being.

Our particular thanks to TAM Director Edmund Fulker, Office of Personnel, USDA, whose enthusiasm so stimulated our sessions and projects and to those members of the TAM Work Group who lent us their experience during the course of our efforts.

We are especially appreciative of the work of Ensley Wood, Santa Barbara County Office, ASC, who was Institute Local Manager, and to Theodore Schlapfer, Forest Service, his good right hand, in arranging for the physical facilities and ably filling all the many demands for equipment, supplies and services. Nor do we forget the efforts of the staffs, to us unseen, who gave cheerful support. The staffs were those of Mr. Wood - of Roberts E. Jones, Forest Supervisor, Los Padres National Forest - and of Nelson Rutherford, Area Conservationist, SCS, Santa Barbara.

We are not unmindful of the complexities involved in the creation of management training as a fact. We extend our most sincere appreciation to the USDA Management Improvement Committee for approving these efforts and to the TAM Work Group for the planning and organization so essential to its success. The members of the TAM Work Group are:

Ernest C. Betts, Jr.	Pers.	Co-Chairman
Joseph P. Loftus	OAM	Co-Chairman
William C. Laxton	AMS	Director, Personnel
John P. Haughey	CSS	Director, Personnel Management
Eugene J. Peterson	SCS	Chief, Safety & Training
Robert L. Stockment	ARS	Chief, Employee Development & Safety
Jack C. Kern	FS	Training Officer
Edward H. Steinberg	FHA	Staff Assistant
Edmund N. Fulker	Pers.	Executive Secretary

So many others had a cheerful and willing hand in our Institute. To all we say thanks and well done, with a special bow to:

The Speakers, Discussion Leaders and Committee Chairmen for the excellence of the thoughts, the freshness of the ideas and the patience demonstrated.

The Santa Barbara Public Library and the University of California at Santa Barbara for the books and resource material so generously made available for our use.

The management and Staff of the Miramar Hotel for the courteous and smooth catering to our needs.

California for providing the unusual usual weather in accordance with its prior commitment.

CHARTER FOR TAM PROGRAM

The USDA Training in Administrative Management (TAM) Program was originally planned, organized, and carried out under the direction of the Secretary's Committee on Administrative Management. On January 7, 1957, the Secretary issued Memorandum No. 1410 establishing the USDA Management Improvement Committee. On May 1, 1957, this committee approved continuation of the TAM Program. Two TAM Leadership Institutes were approved to be held between July 1, 1957, and July 1, 1958. On May 13, 1957, over the signature of the Administrative Assistant Secretary, the TAM Work Group was established and given the responsibility for planning, organizing, and conducting these TAM Leadership Institutes. These were held in Kansas City, October 28 - November 8, 1957, and in Minneapolis, Minnesota, February 24 - March 7, 1958. Following these on July 1, 1958, the Management Improvement Committee approved four more Institutes to be held within the succeeding 12-15 month period. The USDA Management Improvement Committee and the TAM Work Group hope that graduates of these Institutes working with graduates of previous Institutes will continue to give the leadership necessary to plan, organize, and carry out local TAM workshops and give leadership to other management development activities throughout the Department both within their own agencies and across agency lines.

PROGRAM

TAM (TRAINING IN ADMINISTRATIVE MANAGEMENT)
LEADERSHIP INSTITUTE
MIRAMAR HOTEL
SANTA BARBARA, CALIFORNIA
January 26 - February 6, 1959

First Week

Monday, January 26, 1959
8:00-12:00 A. M.

Subject

Discussion Leaders

Opening Remarks & Introductions

John P. Haughey, Director
Personnel Management Division
Commodity Stabilization Service,
USDA, Washington, D.C.

Keynote Address:
Looking Ahead in USDA

Ervin L. Peterson
Assistant Secretary of Agriculture
Washington, D.C.

1:00-4:30 P. M.

Objectives & Plans of the
Institute

Edmund N. Fulker
Office of Personnel, USDA
Washington, D.C.

Tuesday, January 27, 1959
8:00-9:45 A. M.

Committee Reports
Agency Explanations - FES, SCS

10:00-12:00 A. M.

Management for Tomorrow

Sidney E. Tarboux, Deputy Dir.
12th Civil Service Region
Los Angeles, California

1:00-4:30 P. M.

Agency Explanations - AMS, CSS,
FS, ARS, FHA, FCIC
Speech Critique

Robert L. Stockment, Chief,
Training and Safety Branch,
Personnel Division, ARS, USDA,
Washington, D.C.

Wednesday, January 28, 1959
8:00-12:00 A. M.

Fundamentals of Management in
the Federal Government

Robert A. Walker, Chairman
Political Science Department
Stanford University
Palo Alto, California

1:00-4:30 P. M.

Management Controls

John C. Cooper, Deputy Director
Office of Budget & Finance, USDA
Washington, D.C.

Thursday, January 29, 1959
8:00-12:00 A. M.

Discussion 66 - Selecting,
Developing & Retaining
Tomorrow's Managers

Henry Reining, Dean of Public
Administration, University of
Southern California
Los Angeles, California

1:00-4:30 P. M.

Film Forum
Reading Improvement

Film Review and Selection
Committee
Edmund N. Fulker

Friday, January 30, 1959
8:00-12:00 A. M.

"Pigor's Incident
Process"

Kenneth A. Maass, Marketing
Manager, Bureau of National
Affairs, Washington, D.C.

1:00-4:30 P. M.

Motivation (Working Climate)

Leon Festinger, Professor of
Psychology, Department of
Psychology, Stanford University
Palo Alto, California

Saturday, January 31, 1959
8:00-12:00 A. M.

Human Relations Problems

Institute Committees

Second Week

Monday, February 2, 1959
8:00-12:00 A. M.

Innovating & Creativity

Joseph T. Davis, Industrial
Relations, U. S. Marine Corps,
Supply Depot, Barstow, California

1:00-4:30 P. M.

Decision Making

Joseph P. Loftus, Director
Office of Administrative Manage-
ment, USDA, Washington, D.C.

Tuesday, February 3, 1959
8:00-12:00 A. M.

Communications

Dr. William Pemberton
Consulting Psychologist
San Francisco, California

1:00-4:30 P. M.

The Public and the Department

R. Lyle Webster, Director
Office of Information, USDA
Washington, D. C.

Wednesday, February 4, 1959
8:00-12:00 A. M.

Organizing Workshops: Goals &
Methods, Individual and
Work-Group Reports
Problem Solving Discussion

1:00-4:30 P. M.

Organizing Workshops:
Getting Cooperation,
Support and Underway

Steven J. Kortan, Deputy State
Conservationist, Soil Conservation
Service, USDA
Salina, Kansas
(TAM Alumnus Critique &
Comments)

Individual and Work-Group
Reports
Problem Solving Discussion

Thursday, February 5, 1959
8:00-12:00 A. M.

Work Group Projects
Work on Institute Proceedings

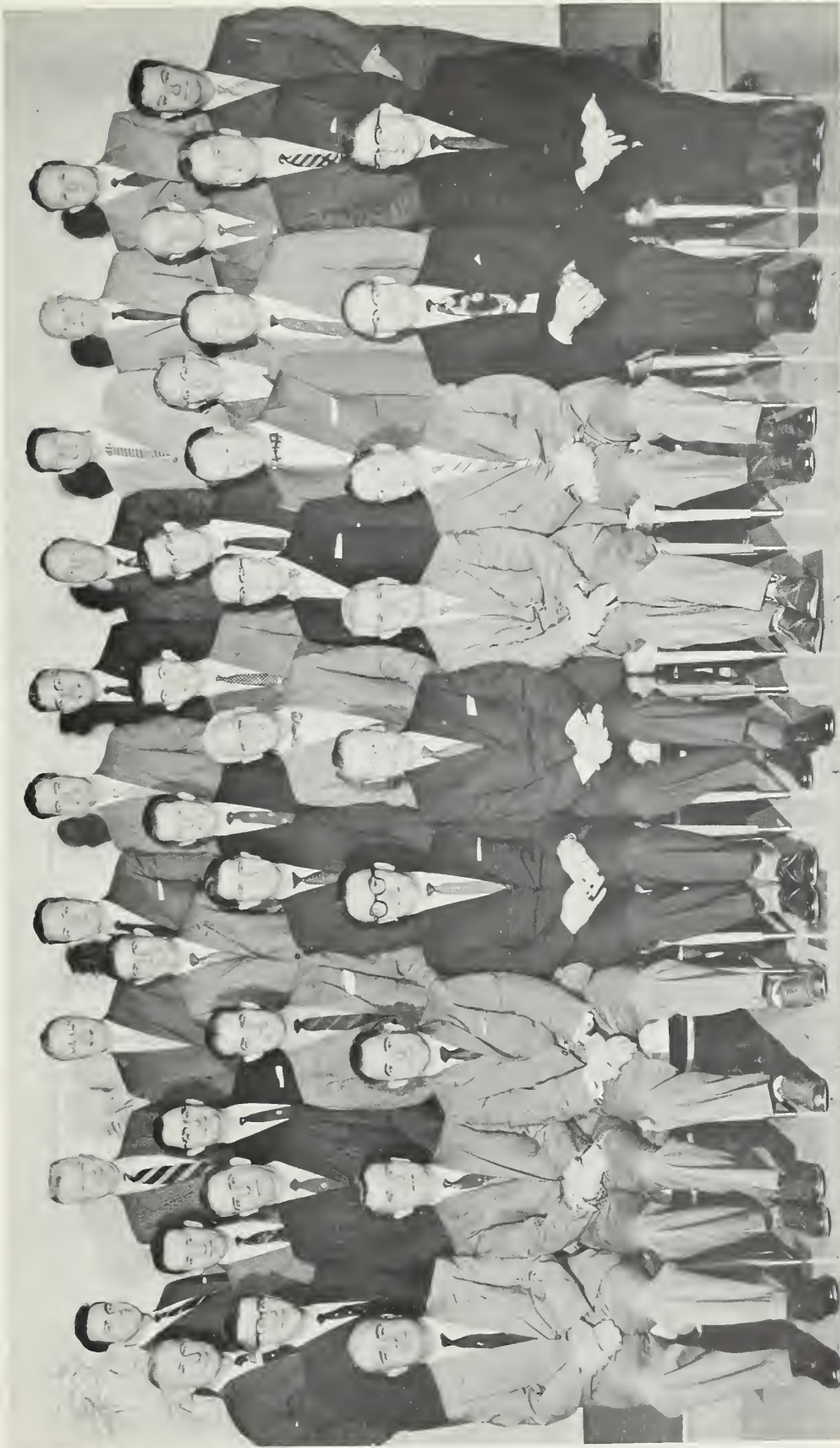
1:00-4:30 P. M.

Summary: Institute Evaluation and Recommendations	Jack Kern, Chief of Training U. S. Forest Service, USDA Washington, D. C.
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Skits in Evening - Optional

Friday, February 6, 1959
8:00-12:00 A. M.

Close Out Speaker Broader Understanding of USDA and The Job Ahead	Ernest C. Betts, Jr., Director Office of Personnel, USDA Washington, D. C.
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Fulker, Dansdill, Scheel, Little, Pedersen, Pyles, Forsman, Schlapfer, Rodda, Fassett.
 Burkett, Winter, Bell, Wommack, McHenry, Mullin, Wise, Shipley, Thompson, Anderson.
 Lozier, Barry, Stong, Lafferty, Hoffman, Wylie, Christensen, Reid, Dowling.
 Thomas, Anderson, Wood, Davis, Loftus, Kern, Brown, Shockley, Van Winkle.

LIST OF AGENCY PARTICIPANTS

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
ASC	<u>Local Manager of the</u> <u>Institute:</u> Ensley E. Wood ASC County Office Mgr.	Santa Barbara County ASC Office 423 Chapala Street Santa Barbara, California
- - - - -		
<u>ARIZONA</u>		
FHA	<u>Russell Dale Reid</u> State Director	Farmers Home Administration 4700 North Central Avenue Phoenix, Arizona
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AMS	<u>Raymond O. McHenry</u> District Supervisor Fruit & Vegetable Div.	Agricultural Marketing Service Room 506, New Mint Building 133 Herman Street San Francisco 5, California
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ARS	<u>Dr. Jacob Stong</u> Asst. Inspector in Charge Meat Inspection Division	Agricultural Research Service Room 775, Subway Terminal Bldg. 417 S. Hill St., Los Angeles, Calif.

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ASC	<u>Myron C. Winter</u> Chief, Administrative Division	California ASC State Office 2020 Milvia Street Berkeley 4, California
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FS	<u>Theodore A. Schlapfer</u> Fire Control Staff Officer Los Padres National Forest	U. S. Forest Service Post Office Building Santa Barbara, California
SCS	<u>Charles W. Thomas</u> Asst. State Conser- vationist for Water - sheds - California	Soil Conservation Service 2020 Milvia Street Berkeley 4, California

COLORADO

SCS	<u>Robert K. Dansdill</u> Asst. State Soil Scientist	Soil Conservation Service 321 New Custom House, Denver 2, Colorado
FS	<u>Perry J. Fassett</u> Employee Development Officer	U. S. Forest Service Denver Federal Center Denver, Colorado

IDAHO

SCS	<u>Roy L. Shipley</u> Range Conservationist	Soil Conservation Service P. O. Box 1247, Boise, Idaho
FS	<u>George E. Lafferty</u> Asst. Forest Supervisor Boise National Forest	U. S. Forest Service Forest Service Building 210 Main Street, Boise, Idaho

MONTANA

ASC	<u>Clifford J. Anderson</u> Chief, Administrative Div.	Montana State ASC Office Box 149, Bozeman, Montana
FHA	<u>Paul R. Wylie</u> State Director	Farmers Home Administration 40 E. Main St., Bozeman, Mont.
FCIC	<u>Henry L. Anderson</u> State Director	Federal Crop Insurance Corp. Rm. 414, Bank Electric Building Lewistown, Montana

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ASC	<u>Herbert L. Lozier</u> Program Specialist	ASC State Office So. 9 Washington Street Spokane 9, Washington

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
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AMS	<u>Lester J. Hoffman</u> Statistician in Charge Agricultural Estimates Division	Agricultural Marketing Service 5 Federal Recreation Building Cheyenne, Wyoming

- - - - -

INSTITUTE COMMITTEE ASSIGNMENTS

Advisory Steering Committee:

Thompson	FS
Wylie	FHA
Wise	ARS
Bell	AMS
Anderson (C. J.)	CSS
Christensen	FHA
Fassett	FS
Brown	SCS
Stong	ARS

Editorial Committee:

Scheel	FES
Barry	SCS
Schockley	ARS
Anderson (H. L.)	FCIC
Dowling	AMS
Reid	FHA
Winter	CSS
Little	FCIC
Rodda	AMS

Library Committee:

Lafferty	FS
Van Winkle	CSS
Pyles	ARS

Film Review and Selection:

Burkett	FS
Hoffman	AMS
Lozier	CSS
Pederson	ARS
Dansdill	SCS
McHenry	AMS
Shipley	SCS

Social and Recreation:

Mullin	AMS
Thomas	SCS
Forsman	FS
Wommack	ARS
Schlapfer	FS



OPENING REMARKS AND INTRODUCTION

By John P. Haughey

John P. Haughey has been Director Personnel Management Division, Commodity Stabilization Service since 1951; member of TAM Work Group, and Program Committee, 1958-59; has served continuously in the U.S. Department of Agriculture since 1933, in administrative services and personnel work; A. B. degree, George Washington University, Washington, D.C.; native of Pettifield, Massachusetts.

SUMMARY

I am happy and grateful that my work with the TAM Work Group gives me this chance to participate directly in the program of the Santa Barbara Institute. It is a privilege to assist in opening the first day's session.

First - as a member of the Program Committee, I have been assigned here for the first week to observe, to listen, to learn, to attempt to evaluate, and to report back on how well the programs we have been planning for the Institutes meet your needs. I will be interviewing many of you personally. So that we may make our future programs just as effective as possible, please give me your reactions to the topics on the program, speakers, discussions, group projects, special events, our facilities and arrangements, and the overall Institute program, frankly and straight from the shoulder. No holds are barred. We need your constructive criticisms.

Jack Kern, Chief of Training, U.S. Forest Service, will cover the program evaluation assignment during the second week.

Second - as a representative of CSS, and as its personnel officer, I want to say a few words about the value of TAM Institute and Workshop program to my agency.

We support the program wholeheartedly. Any of our people participating in an Institute will be available to assist in the local workshop projects. We recognize the value of the inter-agency character of this whole program, and of leadership at the Departmental level.

TAM is helping to meet our needs for management training in a special way. CSS has a fast moving program. Very often we operate on an emergency day-to-day, crop year-to-crop year, program-to-program basis. However, we realize that there must be a continuing program of executive development for our employees at selected levels.

TAM, blended in with our own training programs, is filling that need, with the added benefit of its inter-agency climate.

* * * *

We are fortunate that it is possible for Assistant Secretary Peterson to be with us this morning. He will keynote, set the theme, and officially open this Institute. His subject is reported to be "Looking Ahead in USDA".

Now, I do not know whether or not he has brought a crystal ball and a magic wand to this meeting, but I do know that he brings to us a wealth of management experience in challenging executive assignments. In the post of Assistant Secretary in the area of Federal-States Relations he is responsible for directing and coordinating the programs of some of the largest and most complex agencies in the Department. These agencies provide tremendous services in the fields of research, conservation, and education. Many of their activities are carried out under cooperative arrangements with States and State agencies. In such a complex administrative framework, the problems of management are unique. To this post, Mr. Peterson has brought an ideal background of training and experience.

It is a great pleasure to present at this time, Ervin L. Peterson, Assistant Secretary of Agriculture for Federal-States Relations.



LOOKING AHEAD IN USDA

By Ervin L. Peterson

Mr. Ervin L. Peterson has been Assistant Secretary of Agriculture, Federal States Relations, since 1954; Director, Oregon State Department of Agriculture 1943-54; President National Association of Secretaries, Commissioners, and Directors of Agriculture, 1948; Master of the Coos County (Pomona) Grange, 1937-43; Vice-President, Oregon Dairy Association, 1942; educated in California, and attended the University of California at Los Angeles; native of North Bend, Oregon, where he has been an active dairy farmer.

SUMMARY

By Roy L. Shipley, SCS
Myron C. Winter, ASC

Secretary Peterson emphasized that if the accomplishments of the Department of Agriculture were in direct ratio to the kind of people he found in it, its accomplishments would be outstanding. He stated that he found no more able, earnest or dedicated people anywhere than in the U.S. Department of Agriculture.

The Secretary expressed a feeling of alarm and sympathy for a man coming into the Department as a new employee with excellent intentions, becoming attached to some program activity, interested in getting a good job done, showing his ability, carrying out his assignment capably and well. He has a supervisor who scrutinizes his work, feeling that this work must be done and must be done well to accomplish the objectives of the program. All of these are unimportant, relatively. The important thing is that the action we are taking or propose to take must have a foundation and justification under the law. There is a danger when government is by man instead of by law. This is dangerous when government extends itself into every nook and cranny of our lives.

In terms of the gross national product of the United States, Government consumes one-third; and of this total, the Federal Government alone is responsible for slightly over 25% of the gross annual product. This is not the fault of the employees. If there is a fault, it is the fault of the people, which may be defined as indifference or dependence on Government. There is lack of understanding of the country's problems, and a willingness to pass the problem of resolving them to the government.

Government employees generally have difficulty relating their jobs to the whole complex society. This is a large order. The fund of knowledge in this day and age is so large, so great, and so extensive that no one of us can have more than a minute grasp of the total that is

available. This is why we have law. No one man can have sufficient knowledge to grasp the intricate problems in such a fashion as to rule without the need of law.

The history of human endeavor is the history of attempts by people to be free. By this we do not mean license for each person to do as he pleases. Freedom means that as few restraints are placed on the individual as are possible without permitting him to cause injury or damage to his associates in society. As we become obsessed and engaged in the program work, we scarcely have time to sit back and take a look at the totality of Government. Performance of a task is less important than the question as to whether or not legislation is good and justified.

If people are willing to relinquish the responsibilities they have to society - and in this case "society" means Government - they must also relinquish some of their freedom. We cannot carry out price support legislation without taking away some of the freedom of the farmers. It has often been said before that each generation must save itself. The question is however, are we making it more difficult for the next generation.

In the history of man, progress has been very gradual up until recent years. Just think of the progress that has occurred since 1930, including sputniks and luniks. Some of these changes have had to do with the pleasantness of living -- and some with the frightfulness of living. It complicates our way of living and increases the problems of adjustment. Certainly it will change our economy.

The greatest migration in history occurred from 1880 to 1910, when people of Europe migrated to the United States. Why did they do this? In the United States there is opportunity for the individual to reach his greatest potential. Here one can go to any position in a social structure if he has the will and ability to do so. Europe was divided into two classes of people -- the rulers and the ruled. In some countries of Europe that situation still exists.

Every act of an employee of the Department of Agriculture is an act of Government. There have been many things done in the Department of Agriculture in which the basic authority under the law was questionable. Is Government going too far in absorbing responsibility, and the public giving up too much of its responsibility? Can a private citizen contest Government? He might, if he had the time and resources to carry an action through our courts, which at the present rate would require about four years. So what happens if an individual is dissatisfied with his relationship to a Departmental agency, or fails to get what he feels is satisfaction in his particular case? He buttonholes his Congressman and tries political leverage. This is not because we willed it this way -- this is because it has become this way. Who is to blame? Probably none of us can tell you. Probably it was caused partly by the rapid change in recent years, starting in World War I, followed by world-wide depression, and then by World War II. Many of the actions taken at that time had to be

improvised and could not wait for law.

Here Assistant Secretary Peterson emphasized two documents that he hoped everyone would read: (1) The Declaration of Independence and (2) The Constitution of the United States. He expressed hope that we as readers of these documents would think out for ourselves what they mean.

It is Government's function to see that all of us are equal at the starting line, but it is not the purpose of Government to see that we are all equal at the finish. If Government attempts equality at both the start and the finish, such equality will be at the point of the capacity of the least among us.

We live in a changing world. We live in a world in which a program may be valid today, valid in law, and may be unnecessary tomorrow. Let us not become so rigid in our thinking that we feel that because something was started it must go on forever. That is partly the trouble with our Government today. Government is doing so many things that some are not done as well as they should be done, and certainly this is true in the Department of Agriculture. As we go through these changes we should ask ourselves two things: (1) Is this a function of Government, and (2) Is it necessary that it be done today or would the effort be better placed elsewhere? As the Declaration of Independence and the Constitution of the United States are examined in connection with the programs being carried out, think about problems such as these and raise questions in conferences such as this. The only place they will be finally answered is in the Congress of the United States.

We must carry out the programs in a manner to create public trust, confidence, and integrity in Government. To do this, programs must be carried out according to law.

DISCUSSION

Led by John P. Haughey

In response to a question, the Assistant Secretary emphasized that in any program the principles and policy must square with the law on which the program was based. The important tasks which are required by the law must be done first. In response to another question which indicated a deficiency in communications between offices, the Assistant Secretary stated that it was incumbent upon the people in the Department of Agriculture to sit down and spell out the entire problem in any communications from field offices to Washington, or the reverse. In response to other questions he turned several times to the theme of the requirement under the law. In general he indicated that legislative history was not necessarily a key to the intent and purpose of the law where the wording was not clear. The concept which the public has of the Department of Agriculture is based on contact with employees of field agencies. Communication is important from the top level to the bottom level, between employees and with the public. In a Department employing 65,000 people, communication needs our continuing attention.



OBJECTIVES AND PLANS OF THE INSTITUTE

By Edmund N. Fulker

Mr. Fulker, Office of Personnel, USDA, serving as Executive Secretary of the Training and Administrative Management Work Group, directed the Santa Barbara TAM Leadership Institute. He has B.S. and M.S. degrees in psychology from Purdue University. Prior to his coming to the Department two years ago he was director of the Air Force reading improvement program and taught at Purdue for two years.

SUMMARY

By P. J. Fassett and
E. L. Thompson, FS

Mr. Fulker opened the topic of "Objectives and Plans of the Institute" by asking the question, "Why are we here?" He proceeded to answer this question by stating and explaining the objectives as follows:

1. Improve management skills.
2. Better understanding of the Department.
3. Provide leadership training for conducting TAM Workshops. The primary objectives of which are stated in 1 and 2 above.

The Institute objectives will be accomplished by the following described stages:

1. Pre-Institute activities - study of reference material. This to be done before coming to Institute.
2. Institute activities.
 - a. Core program consisting of speakers covering management subjects, followed by group discussion.
 - b. Work group projects to cover additional management subjects.
3. Post-Institute follow-up.
 - a. Put into practice knowledge obtained here.

b. Conduct TAM Workshop.

(1) By spearheading it yourself or cooperating with other TAM graduates.

c. Promote better management within the Department.

Mr. Fulker explained the agenda of the program and made committee and individual assignments. He asked each person to prepare a TAM Workshop outline to consist of two parts: (1) Goals and methods to be used, and (2) Plans for gaining cooperation and support and activating the Workshops.

REFERENCES

"How to Plan and Conduct Workshops and Conferences" by Richard Beckhard.

"A Leadership Library Book," Association Press, 291 Broadway, New York 7, New York.



MANAGEMENT FOR TOMORROW

By Sidney E. Tarboux

Mr. Tarboux is the Deputy Director of the Twelfth Civil Service Region with headquarters in Los Angeles. He attended the University of Illinois, University of Chicago, and Columbia University. He entered the Civil Service Commission in 1943 from Roosevelt College in Chicago where he was Dean of Students and an Associate Professor of Education. From 1943 to 1957 he was chairman of the Federal Personnel Council and the Executive Development Committee, which generated the University of Chicago Executive Program for Federal Personnel. He also served as consultant to the Executive Development and Middle Management programs in Detroit. He has held his present position since 1957.

SUMMARY

By Dr. Gilbert Wise, ARS, and
Joe E. Mullin, AMS

- A. The Federal Government's need for managers is greater today than ever before.
 - 1. Need sound thinking and direction at all levels to cope with rapidly-increasing problems, tempo of activities, and pressures. Mr. Tarboux predicted these pressures would increase in the immediate future because of rising demands for service and attempts to restrict government expenditures.
 - 2. Growth of government contributes to this need. The number of Federal employees has more than doubled in 200 years and they now include 15, 000 of the total of 17, 000 job classifications.
 - 3. There is a serious deficit in management training in the Federal Service. We need to expand training 4 to 6 times to catch up.
 - 4. Private industry also has this problem. A General Electric Company executive summarized a study they made which showed that if the company's growth was restricted in the next 10 years it would not be for lack of plants, production, customers, or money but because of a lack of managers.
- B. How to develop managers.
 - 1. Four ways to obtain managers:

- a. "The Hunter Approach". Find a trained man to steal from another organization. These will not be the best qualified men and eventually the hunting organization will suffer.
- b. "The Broadcast Seeding or Early Agricultural Approach". Unplanned program of regular assignments used as a source of new managers. Selection of the fittest without special training is not highly productive.
- c. "The Hothouse Approach". This is exemplified by the J. A. M. program adopted by C.S.C. during World War II. Men with academic training in business administration were selected solely for special training in management. With no competition during internship, many lacked the vigor to survive under field conditions encountered when placed in regular assignments.
- d. "The Field Grown Approach". This is the accepted program of internal development of managerial talent. It features selection of strong seed from both technical and administrative sources, placement in jobs under field or competitive conditions, maintenance of conditions under which these men can develop, and selection of the fittest.

Advantages:

1. Progresses a step at a time.
 2. No "crown princes" created.
 3. It is economical - they earn as they learn.
2. Developing managerial talent.
- a. Each of us can develop only one person - ourselves.
 - b. We can assist others, but they must possess interest, ability, and drive.
 - c. Our program must be tailored to the individual.
 - (1) We cannot mass produce managers because they come from different backgrounds.
 - (2) Provide frequent opportunity for self-appraisal and counsel.
 - (3) Put him under a good boss who will give day-by-day coaching and be a source of inspiration. One means of encouraging this is to make an adequately-trained successor a condition of promotion for the "coach".

- (4) Transfer from job to job.
 - (5) Give special assignments that provide maximum challenge. These test employee and bolster morale.
 - (6) Periodic re-appraisal and review of the training program is necessary.
 - (7) Use praise where deserved.
 - e. Use outside resources for training to develop broader appreciations, provide contact with peers, and to teach new skills. These are available through:
 - (1) University programs for management development.
 - (2) Industry management conferences.
 - (3) Professional societies.
 - (4) Outside reading.
 - f. The Government Employees Training Act provides increased emphasis on managerial development.
 - g. Forget waiting for the perfect plan. Think of the individuals you have now and start in any way possible with them immediately.
- C. Conclusion: The Department's future depends on the action of those in a position to train managerial talent.

DISCUSSION

Led by Jean W. Scheel, FES

Questions and Answers

Q: Qualities to consider in selecting potential manager?

A: Look for:

- (1) Maturity or the capacity for it.
- (2) Perceptiveness and mental alertness - liking for conflict.
- (3) A liking for leadership.
- (4) A "horse" - large capacity for physical and nervous effort.

Q: How about the "crust" problem? (An unpromotable employee who blocks the use of subordinates.)

A: (1) Consider retirement of a man standing in way of better man beneath him.

(2) Promote organization pride in developing a man and seeing him leave.

Q: How is evidence obtained indicating a "crust" problem?

A: (1) Study history of organization and the people involved. Does the manager have a man trained for replacement, and, if not, is it his fault or the employee's?

(2) Evaluate ethics of problem along with facts. May have to consider changing the organization rather than the man.

Q: Is it proper to build a job around a man because of his capabilities?

A: A job cannot be classified without considering the man.

Q: How do you tell if a man is doing a good job?

A: Establish a yardstick by defining his job.

Q: How to overcome employee inertia?

A: Consider age of employee. Modern social environment and schooling may not provide competition and stress. Popularity of competitive sports illustrates the desire is still present, the problem is to provide incentive and good morale.

Q: How about job descriptions that are wordy and hard to interpret?

A: (1) Write the job to tell the man what he is to do, not slanted for someone else to use in reclassifying the job.

(2) If standard job description is involved, add to it to fit individual circumstances in a separate document.

Q: How can maturity be attained?

A: Try to develop:

(1) Unemotional approach and appraisal.

(2) Understand all sides of problems.

(3) Acceptance of maximum responsibilities.

(4) Ability to delegate.

(5) Avoidance of carrying load for subordinates.

Q: Does liberal education develop greater maturity?

A: Probably not - some advantages in a broad background, but there is not much apparent difference between managers with liberal or technical backgrounds.

Q: What is the thinking behind merit awards?

A: (1) Formal review is necessary to avoid overlooking individuals doing outstanding work.

(2) Provides a higher level of reward than personal compliment.

(3) Can be used to reorganize good work when promotion is not possible or advisable.

Q: How much weight should be attached to work volume in classifying?

A: Civil Service Commission doesn't regard it too heavily. Normally difficulty of decision does not vary with volume. If supervisory pattern is affected, grade may be adjusted.

Q: Does advancement from within create organizational inbreeding?

A: Avoid tendency by providing opportunity for wide experience within organization (cross-training).

Q: How do you convince employees of necessity to move ahead slowly?

A: Try having him take on more than he can handle.



SPEECH CRITIQUE

By Robert L. Stockment

Presently Chief, Training & Safety Branch, Personnel Division, ARS, Washington, D. C.

Formerly Director of Training Bureau of Ordinance, Dept. of the Navy, Washington, D. C. Training Officer, Executive Office, Secretary of the Navy. Ten years with General Motors - Studebaker Corp. - Consolidated Vultee and the Carl Norden Co. as training officer and supervisor.

SUMMARY

By E. L. Thompson, FS

Comments presented related to a series of five-minute talks given earlier in the day by representatives of various agencies explaining the functions of those agencies. Mr. Stockment used Dale Carnegie's guide to speakers which included the following rule:

1. Ho Hum! Blast them out of their seats by something startling to get the audience interest. Tell them what you are going to tell them. Don't assume the audience knows what you are going to say.
2. So What? This is where you sell your subject to your audience.
3. OH Use examples to support the material presented. It is at this point that your audience is most cynical.
4. HOW DOES IT APPLY TO ME? Summarize. Here you tell them what you have told them. This is most effective if you can tie it in with things that apply to them.

GUIDES FOR CHAIRMEN

Mr. Stocknient made a critique of the presentations made by the various discussion leaders and introductions of speakers. He briefly covered the basic things a chairman has to do in introducing a speaker, referring to this as pre-planning. These included the following:

1. Make sure you know what the speaker is going to do and what he is going to talk about. You cannot assume anything or you may be in trouble.
2. You should make the speaker feel important and welcome.
3. Orient the speaker in what the group or audience has done.
4. Let the speaker know what you are going to do, such as buzz group procedure.
5. Introductions should not exceed two minutes. Remember, the audience came to hear what the speaker has to say.
6. Chairman should set the right climate for the speaker.
7. Make concluding comments brief.



FUNDAMENTALS OF MANAGEMENT IN THE FEDERAL GOVERNMENT

By Robert A. Walker

Mr. Walker is the Chairman of the Political Science Department of Stanford University. He was a former employee of the U. S. Department of Agriculture, Office of Budget and Finance, a member of Natural Resources Planning Board and assigned with Mr. Milton Eisenhower at Kansas State University on the project "Institute of Citizenship". He has a doctorate from the University of Chicago where he also did his undergraduate work.

SUMMARY

By Jacob Stong, ARS, and
Raymond O. McHenry, AMS.

The interaction between management and the institutes of higher academic learning must bridge the gap between the practice and theory of management.

With the possible exception of England, the United States has done the most work to bring the theoretical and the practical application of management together. The colleges are being staffed with teachers who have had practical experience in management. Management is sending their managerial employees to colleges to gain a better understanding of human relations and the humanities.

1. Theory answers the questions:

- a. What - What ought we be doing?
What ought we be doing next?
- b. Why - Why do people behave as they do?
(Insights into actions by observation).
- c. How - Practice and techniques.
Application of What and Why

2. Methods the academic person can use:

- a. Periods of employment in government or industry.
- b. Case studies.
- c. Reading and study.
- d. Conferences with others in government or industry.

3. Management improvement can be attained by:
 - a. Maintaining zest and enthusiasm of employees by increasing satisfaction and decreasing frustration, anxiety, uneasiness.
 - b. Increase efficiency by providing excess of satisfaction over dissatisfaction. The individual's satisfaction must be kept uppermost by management.
 - c. Keeping the lines of communication open from bottom to top. (Authority moves from the bottom up to the top.)
 - d. Supervising employees in such a way as to
 - (1) Provide leadership with proper follow-up.
 - (2) Avoid making arbitrary decisions.
 - (3) Avoid using a military approach to employee.
 - (4) Make employees aware of a common purpose shared by all.
 - (5) Respect the individual as a person.
 - (6) Provide recognition of ability of employee.
 - (7) Minimize favoritism.
 - (8) Provide decisiveness in decision by management when needed.
4. Values of our society:
 - a. Material - Gives individual self-assurance and security.
 - b. Ethical Values - Gives individual inner-self satisfaction.
5. Qualities of a good supervisor:
 - a. Honesty.
 - b. Integrity.
 - c. Tolerance.
 - d. Temperance.
 - e. Courage.
 - f. Wisdom.

6. Human values to be considered in employees:
 - a. Essential dignity of the individual.
 - b. Personality factors (what makes human being tick).
 - c. Reassurance (all humans are uncertain in some areas).
 - d. Over-aggressiveness (those that resent authority).
 - e. Hypertension (the over-sensitive individual).
 - f. Unconscious guilt feeling.
 - g. Emotional immaturity.
 - h. Transfer conflicts (conflicts that arise from external environment).

Intelligent management must realize that work is not a moral virtue but a means to an end. Thus, if the proper values are kept in their true perspective by management, the bridging of the practical and theoretical gap can be attained.

DISCUSSION

Led by Nelson V. Little, FCIC

- Q: How do we detect the person with unfavorable characteristics?
- A: By informed observations of his reactions to various circumstances. First it is necessary to clearly define the attributes of a good manager. Then note his behavior with a detached attitude to determine if he has those attributes.
- Q: How do we narrow the gap between theory and practice?
- A: There are two points which make this problem difficult. First, Government agencies employ specialists, individuals with specific skills required for the first job. This causes the universities to train in specific skills for the first job. Also those trained in administration seldom get beyond the book stage at the University level. This is caused by not enough relating of the subject to actuality, and a lack of the opportunity to learn by doing.
- Q: What do we do with the emotionally unstable individual?
- A: We must utilize people properly. The right person should be put in the right job. Each should be placed in the kind of job where he gets satisfaction. Some individuals do not want to make

decisions. They would be content in staff work where they may take action in the name of another person.

Q: Does the absence of profit make a difference in the function of management in Government?

A: Fundamentally the motivation is not basically different between various types of enterprises. The dedication, satisfaction and leadership is present in the absence of profit. Government activities have social significance. Such motivation is just as important as profit.

Q: How can we effectively show the employee the end result of long term projects that exceed his tenure?

A: It is necessary to establish intermediate objectives. Communications must be very effective in getting the long-range objectives down to the employee. This may be facilitated by staff meetings at progressive levels.

Q: Is there a danger in giving too many people training in elementary psychology and are people likely to resist psychological motivation?

A: There is no danger in supplying individuals with the information. It can only enhance their understanding, make them more tolerant and assist them in identifying what makes people tick. People do resist this approach due to a misconception that at best it would be upsetting.

Q: What means are there for working off those things that lead to ulcers?

A: Don't become involved in the job to the exclusion of all other activities. Keep balance by dividing the day into periods for work, play, family, reading and community activities.

Q: Do we promote the best qualified person who may be the quiet type, or do we tend to take care of the aggressive one who may not be as well qualified?

A: There is always a tendency to reward the aggressive person. The man who will do the best job should be promoted. The aggressive person often must be kept in line. He is not always what is needed.

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MANAGEMENT CONTROLS

By John C. Cooper, Jr.



Mr. Cooper is Deputy Director, Office of Budget and Finance, U. S. Department of Agriculture. He has served since 1934 in administrative management positions in the Department. He is a graduate of Furman University, Greenville, South Carolina.

SUMMARY

By G. Earl Rodda, AMS, and
Theodore A. Schlapfer, FS

People look at Management Controls based on:

1. Different backgrounds - prejudices - bias.
2. Who is doing the controlling?
3. What is being controlled - money, people, program?

There is just as much need for controls in Government as in Private Industry.

Management Responsibility

1. Luther Gulick defines as -

Planning - Organizing - Staffing - Directing
Coordinating - Reporting - Budgeting

2. Another approach -

Setting Goals, Aims, Objectives - Developing policies and plans - Providing funds and facilities - Controlling - Making decisions.

Control Characteristics:

1. Not strictly mechanical - to be complete and effective would need people--adequate in number and efficient in capacity and training.
2. Cannot be exactly measured or evaluated - except in a particular set of circumstances.
3. Must be needed and patterned to fit need - Agencies are not created with built-in management controls.

4. Are required in Federal Agencies by Statute.
5. Must be understood and accepted by management and the people. - Employee must know what is to be accomplished.
6. Need frequent review and appraisal.

Control Techniques - generally can be divided into nine points:

1. Organization - A logical grouping of people and functions to accomplish the Agency's program and objectives.
 - a. Pinpoints responsibility and accountability.
 - b. Assures balanced performance.
 - c. Provides basis for dividing work.
 - d. Facilitates delegation of authority, coordination, communication, training, decision.
 - e. Fosters group effort and pride of achievement.
2. Personnel Selection, Training and Placement
 - a. Assures optimum performance.
 - b. Assures most effective utilization of personnel resources.
 - c. Increases effectiveness and efficiency of other management controls.
 - d. Retention.
3. Budgeting
 - a. Crystalizes operating plans in financial terms.
 - b. Links operations and financial resources.
 - c. Compels long-range planning.
 - d. Promotes economy - effective utilization of funds.
 - e. Facilitates reporting, comparing results with plans.
4. Systems, Methods, Procedures
 - a. Assure uniform treatment of repetitive processes.
 - b. Establish best method of operation.
 - c. Aid in fixing responsibility.
 - d. Aid in training employees.
5. Standards
 - a. Provide criteria for work.
 - b. Set goals for work accomplishment.
 - c. Facilitate coordination.
 - d. Spotlight deviations.

6. Accounting

- a. Provides current record of financial transactions.
- b. Provides checks and balances.
- c. Fixes accountabilities and responsibilities.

7. Reporting

- a. Provides data for measuring performance.
- b. Reflects accountability.
- c. Provides for future planning.

8. Review and Appraisal

- a. Evaluation of plans and policies.
- b. Appraisal of adequacy and effectiveness of controls.
- c. Personal link.
- d. Observation of performance.
- e. Deterrent to deviation.
- f. If independent, objective and unbiased reports.

9. Communication - The "Nerve System"

- a. Essential to effective management.
- b. Provide effective interchange of information.
- c. Shared understanding assures teamwork.

Conclusion:

Mr. Cooper concluded by reading several excerpts from a new book entitled "Integrated Auditing" by Sidney W. Peloubet and Herbert Heaton:

"Controls may be viewed in the negative sense of restrictions and restraint, but they have lasting value only in the positive sense of directing effort toward worthwhile objectives."

"Freedom implies the presence, not absence, of controls."

"With freedom, an individual can exercise self-control and self-determination.....It also tends to make him a productive worker."

"Control always involves compliance with a pattern of objectives, measurements, and methods."

DISCUSSION

Led by Myron C. Winter, Chief
Adm. Div., CSS

During the discussion that followed, Mr. Cooper was presented with a number of specific budget and control questions. His answers were well developed and appropriately woven into the Management Control presentation. Only two of the questions and answers are shown below:

1. What is the desirability of long-range planning in both projects and budgets which would include necessary adjustments in current projects and anticipation of the need for and the value of additional projects? It was pointed out Congress retains this prerogative of determining the need for and value of all projects. Due to the changing complexion of Congress in our representative form of government, the position is taken no Congress can obligate a successive Congress.

2. How do we obtain employee acceptance and understanding of management? The more informed an employee is on the various projects and the part he plays, the more readily will he accept the rôle of management and accept the responsibility and execute his duties. There is no substitute for having as complete information as is possible.

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SELECTING, DEVELOPING AND RETAINING TOMORROW'S MANAGERS

By Dean Henry Reining

Henry Reining is Dean of Public Administration, University of Southern California, at Los Angeles. He graduated from the University of Akron, completing his AM and PhD degree work at Columbia. He served as Educational Director of the National Institute of Public Affairs in Washington, D. C. In these and other capacities he has aided several foreign governments in establishing schools of Public Administration. As an educator he has directed the training of complete foreign faculties who have returned to their native lands to establish schools of Public Administration. Dr. Reining recently served as National President of the American Society for Public Administration. He serves as a consultant in the field and is the author of many excellent books on administration.

SUMMARY

By Charles W. Thomas, SCS, and
George E. Lafferty, FS

Dean Reining's subject was so broad in scope he used the 66 group approach to sample group needs before he proceeded with his stimulating talk.

The library on management is growing much too slowly. Specific mention was made of the works of John Pfiffner. Carol Shartle's "Executive Performance in Leadership" and Chris Argrais' "Personality and Organization" were mentioned as excellent scientific approaches to the problem of management.

The human organization's capacity for adaption and change in our complex environment, coupled with public acceptance of myth and lack of understanding, limits progress in this field to date.

A manager must like people -- not hate them. Neither can he love people; his must be an unemotional middle ground -- often a lonely status. Emotional people are poor risks, but the exact line of tolerance is difficult to draw, even for the trained psychologist. A manager must be willing to draw the line and accept the risk associated with decision. He must be able to run an organization, communicate with his people, and do his work through people. He must have the breadth of training and experience to see the impact of actions on peoples, organizations, governments, the whole 360° picture -- not just facets of it.

It is generally accepted that he should be selected from the upper 20% of the people in terms of brightness or alertness, and he must have intelligence. While need for academic status is not clear, he should have at least a baccalaureate degree if you would avoid unnecessary risk in selection.

Management performance is difficult to rate. Pencil and paper tests are not completely effective even in the hands of trained observers. Such important traits as personality are impossible to assess in writing.

Engineers or technicians generally are specialists in materials, not people, therefore are not good management material without extensive training and broadening of their scope and interests.

Intelligence alone is no guarantee of a good manager. He must have intelligence and ability to deal with and understand people. With current knowledge the selection of a manager is more art than science.

Our changing times require the selection of one type of manager today and a substantially different type in the future as organizations and their purpose solidify or mature.

Retention is principally morale. Salary is not all-important, or even the car a man drives, if he can meet his essential family needs, such as sending his son through college. Most of us want satisfaction out of our work. The high morale that exists in federal agencies like the Forest Service is an example of conditions for retention.

The skillful manager creates an organization wherein the people look forward to the next day's work. They feel they are doing a necessary part of an essential job. To do this they must recognize in him a firm yet equitable leader who understands human values, with tolerance toward mistakes. Under these conditions people develop a psychological security in their work.

A manager has a different frame of values against which he rates himself and his job. Students of management are a good source of such material, however an alternate source is to develop them. While the popular theory in class-ridden foreign countries is that managers are born, the idea of training managers is well understood in the United States. Since most managers today come from other fields, this means such men must study and develop another career. This is best done by returning to school. Short of this, reading in an expanded field and institutes such as this will help them along the way. Through these broader interests the manager draws ideas for application in his own field.

The rating of management performance is one of the worst failures of the Civil Service Systems. While the rating of individual performance is an unnatural and difficult task, it must be done by the manager of today. Individuals should be rated against reasonable standards they understand.

A manager's performance is difficult to measure since it is determined by other factors than his own performance. It might be measured by: How his people feel about him, or in some instances measured by an organization's production, what the public thinks, attitudes of the groups his operations affect, or the kind of shop he runs.

The problem facing us is man's ability to control himself in these changing conditions. The manager in the last analysis is in a large way responsible for this.

DISCUSSION

Led by Luther B. Burkett, FS

Introduction of Dean Reining and discussions were led by Luther B. Burkett, Forest Service. The Phillips 66 group process was used in selecting questions for discussion.

Questions and discussion covered by Dean Reining were:

Need for additional schooling for men switching to management careers.

Need for reading public administration periodicals, joining such societies, association and discussion with public administration people.

The healthy climate for developing managers in the USDA and what colleges were doing in the field.

Management appraisal systems of private industry.

Special handling of the isolated position.



PIGOR'S INCIDENT PROCESS

By Kenneth A. Maass

A Wisconsin product trained in engineering at Marquette University, Ken Maass deserted his blueprints and figures for the selling profession soon after leaving college. A veteran in training and working with salesmen, he has had 15 years of sales experience in various administrative capacities with the Bureau of National Affairs, Inc., and now blueprints and markets their services and products in the fields of labor-management relations, training and communications. He is a strong advocate of "emphatic selling" -- of trying to put himself in the other person's place to see how he might be best served.

SUMMARY

By Robert K. Dansdill, SCS, and
Clifford J. Anderson, ASC

The "Incident Process" is a method of learning from actual cases that involved real people in real situations. You learn how to work out decisions, how to solve problems, how to see the whole meaning of "incidents" that jam the wheels of smooth, efficient, harmonious operations.

Each incident has not only a past but a future. To clear it up properly you must be sure to work out all its implications -- to see not only what might have been done to prevent its happening but also what might be done to prevent its recurrence.

Pigor's Incident Process is comprised of six phases, and as used in group decision-making is as follows:

Phase 1. The Incident: An incident is introduced. It calls for a decision. It is a sketchy statement containing little factual information. Almost immediately the group goes into a fact-finding or investigating session.

Phase 2. Fact Finding: The key to fact finding is determining what happened, when, where, how, why, and who was there? The leader has the answers to the questions, partly from his "Manual" (with which he must be familiar), and partly from prepared attachments (union or company rules, maps of plants, floor plans, organization charts, etc.) which are handed out as pertinent questions concerning them are asked. The facts are accumulated, sorted, discussed and evaluated by the group.

Phase 3. Determining the Issue: The next step is to determine the issue or the problem. There always must be an issue, or there would have

been no incident. After the issue and sub-issues have been determined, the group is ready to decide on a course of action and to make a decision based on an analysis of the relevant facts.

Phase 4. Deciding the Issue: The group now assumes an arbitrator's role, the one of thinking out and writing a decision on what to do about the issue. Each member of the group submits his stand on the issue in writing to the leader. The leader then divides the group into sub-groups consistent with their position on the issue. Each sub-group retires to a separate room, appoints a spokesman, and develops its supporting reasons for its stand.

Phase 5. Evaluating the Group's Decision-Making Procedures: After approximately 15 minutes the entire group reconvenes. Each spokesman presents the supporting reasons for the position taken on the issue by his sub-group. The leader then conducts a brief discussion period regarding the supporting evidence presented by the spokesman. During this discussion the leader has an opportunity to point out instances where the group members could have improved their questioning or fact-gathering technique. He then gives them the actual decision that was rendered in the case so that the group can compare its findings and decisions with those of the officials actually involved in the incident.

Phase 6. Comparing and Contrasting: This is a most important step. From this discussion, thinking can be broadened. For example, what has this case in common with situations that group members have had to cope with in their jobs? What are the differences? How will this process affect future decisions that they will be required to make? Are there some generally valid principles that keep recurring in a variety of situations? These incidents, of course, are samples and by themselves mean nothing. They are invaluable, however, as a means of imparting a process in recognizing "incidents" before they become "problems." After repeatedly seeing how certain principles apply to cases, the group soon recognizes that the same principle applies to their individual actions also.

To demonstrate the incident process, Mr. Maass led the group through all six phases of Case 9 of Government Cases as prepared by the Bureau of National Affairs, Inc. This case, called "The Showdown," can be briefed as follows:

Division Chiefs of an agency have agreed that on trips to field offices they will secure and report back information needed by other Division Chiefs at Headquarters. One Division Chief profits by this arrangement, but refuses to do the same for his fellow Chiefs, claiming that as a specialist he cannot afford to get mixed up in the general business of the agency.

This case raises the question of whether an agency has room for a "specialist" who refuses to become a "generalist". What degree of conformity is required from a "rugged individualist" in the interest of

efficient administration of the agency? Can you allow exceptions to established procedures without precipitating a breakdown of the whole program?

DISCUSSION

Led by E. L. Thompson, FS

In response to questions, Mr. Maass cited the following points for consideration of those interested in conducting an incident process demonstration with a work group:

1. The optimum size group is 15.
2. Additional information on the incident process is available from The Bureau of National Affairs, Inc., Washington 7, D.C.
3. Packets containing all information and materials needed to conduct training on 17 government cases for 15 people are available for approximately \$140.
4. Representatives of The Bureau of National Affairs, Inc., are located in many major cities and they may be called upon to assist in demonstrations of the process.



MOTIVATION

By Leon Festinger

Dr. Festinger is Professor of Psychology at Stanford University, Palo Alto, California, and is presently engaged in social psychological studies there. He received his Doctorate in Philosophy from the University of Iowa in 1942. Before going to Stanford, Dr. Festinger was associated with the following institutes of learning: University of Iowa, University of Rochester, Massachusetts Institute of Technology, and University of Michigan. He has published two books and several articles on the subject of theoretical psychology. He has close contacts with industry through programming of studies in basic psychology of human behavior.

SUMMARY

By Dr. Robert L. Pyles, ARS, and
L. C. Van Winkle, ASC

Dr. Festinger pointed out that "motivation" is a very, very broad subject and because of the limitation of time he would of necessity limit his discussion to one very narrow topic; namely, how difficult it is for people to admit they are wrong, and how they go about proving they are not wrong.

To illustrate how people protect themselves by twisting information to prove to themselves that their actions are right, Dr. Festinger referred to a survey on the effects of cigarette smoking on lung cancer. Non-smokers were quite positive that smoking of cigarettes does cause cancer, while heavy smokers tend to take the completely opposite view, belittling the survey.

The selection and final purchase of a new automobile was another example given. Before the purchase is made, various makes are inspected and promotional material from several manufacturers is considered. After the purchase, the owner feels a need to justify his selection. To bolster his action he now reads only that promotional material related to the automobile he purchased.

To point out the complexity of trying to understand motivation the speaker told of a study that was made on a group having a very strong belief, in which those making the study actually joined the cult.

This cult was a small group of people who were led to believe by one person that the entire world was to be inundated on a certain date. This one person advised the group that she was in direct communication

with several gods from a distant planet; that she and the other "believers" would be saved from the flood by flying saucers. The group was advised, just before the deadline, that conditions on earth had improved and that while the flood would eventually take place, it has been postponed.

The dissemination of this information on the postponement was handled in such a manner that instead of disbelief and confusion among the few, the leader actually gained a huge following by newspaper interest and publicity. Why did these people become "believers"? What motivated them to make such a complete change in their thinking?

Even those whom we consider outside the "crackpot" class accept as fact many beliefs quite contrary to visual evidence. As an example of this, the speaker cited our certainty that the earth revolves about the sun. Here social support makes it easy to hold a belief, even though one's own senses suggest that the sun moves around the earth.

One other experiment was outlined in which two persons who were first tested to determine that there was a negative attitude in each, were used to try to convince other persons that certain dull activities were actually enjoyable. The first was offered a very small sum (very little pressure) and the second a relatively large sum (heavy pressure). A subsequent survey showed that the person paid the large sum of money had changed his original opinion much less than the person who received the small payment. He had less need to justify the action he had taken contrary to his belief.

DISCUSSION

Led by Roy L. Shipley, SCS

Q: What can we do to avoid rejection of information?

A: People differ in accepting contradictory information. Some accept, some react violently. Perhaps one could get the perceptions or interpretations from someone not directly involved in the situation.

Q: Is confidence or belief in the supervisor one means of getting an employee who does not believe in the program to change his beliefs?

A: The major way for people to be changed is by social influence. Unless the supervisor is to be with this person always an attempt should be made to get the person into social interaction with the believers. Also, just time on the job may help change him if you do not apply too much pressure in attempts to change him.

Q: Does being a psychologist make doing things easier, insofar as motivation is concerned?

A: No--knowing what goes on is very different from doing something about it. Example: If you are hungry and have no food, knowing why you have no food would not help the matter at hand.

There were more questions, of which these are a fair sampling. The general trend of the questioning reflected an attempt to relate the motivation topic to problems involved in management.



INNOVATING AND CREATIVITY

By Joseph T. Davis

Mr. Davis is Industrial Relations Officer at the U. S. Marine Corps Supply Center, Barstow, California. This installation comprises 3000 civilian employees and 2000 Marines. Davis has held positions as Head, Technical and Skills Development, Office of Industrial Relations, Navy Department, and other positions with the Navy as well as in industry. He is a veteran of Navy service. He holds a BA degree in economics and has done graduate work at Georgetown and George Washington Universities in business administration and general management.

SUMMARY

By Dr. Marion W. Pederson, ARS, and
Robert L. Brown, SCS

Nearly everyone is interested in doing a better job. Mr. Davis pointed out that the Marine Corps got interested in innovating and creative thinking because they wanted to do everything possible to allow everyone in the Corps to contribute to their utmost.

We are living in a rapidly changing world in which we have seen in the span of a lifetime more changes than in the previous 50 thousand years. We must get all of our people "on the ball" if we are to get the most out of them in this environment. It has become a world of comparisons -- a world in which ideas are a motivating force.

Ideas: (1) Mean more sales; (2) mean improving products; (3) increase production; (4) cut costs; and (5) help you (me) to do a better job. In ideating, the questions that confront us are: (1) How do I start? (2) How do I keep ideas flowing? (3) What can I do when blocked? (4) How do I get others to use my ideas? This last question is the pay-off.

One man can have an idea. A group can later improve on the idea. It is not always possible to come up with new ideas, but it may be possible to build on the old idea and improve it.

There always is resistance to a new idea. Even zippers on men's trousers were resisted. It took four years to persuade the company that manufactured these fasteners to try them for this purpose. (And remember that this was an idea to make money.)

When the boss doesn't like a suggestion, it is easy to back off. Too many of us do. Forty-two percent of the people quit trying to sell an

idea after one try; 24% quit after two; 14% after three; 12% after 4 tries. Only 8% are the obnoxious type who never give up in the face of resistance.

One of the things we can do as individuals and as organizations is to find the problems about which some creative thinking needs to be done.

To find the problems:

- a. Go hunting them.
- b. Ask questions.
- c. Have a nose for needs.
- d. Use your "pet peeves" list (this is a gold mine).
- e. Have a "nose for news" (an awareness of what is going on--thinking for tomorrow).

We should not be scared to put out a rough idea. It can be improved. We should remember that things don't happen, we make them happen.

The authoritative definition of "creative thinking" accepted by the group after "buzzing" was the one given by Davis and credited to John Arnold of Stanford University: "Creative thinking is the mental process by which one combines past experiences and/or present experience to form a new pattern or combination."

The characteristics of a creative individual as given by Davis are: (1) He is fluid in seeing relationships between ideas; (2) He produces more ideas per problem; (3) He has an inquisitive personality; (4) He has great flexibility of thought; and (5) He has the ability to overcome social pressures.

In developing the operational approach to creative thinking fully by group participation, the chairman should first state the problem broadly--such as, "Our problem is one of packaging." After exhausting this broad approach, he can re-state the problem in specific terms, such as "Our problem is specifically parking cars." This dual approach provides for greater ideation.

When doing creative thinking, don't waste time on minor items. Attack the big problem. As an example, Davis cited that the Defense Department of the U.S. Government procures 4 million items, but only 300 items make up about half the budget of the Department. That Department has logically concentrated its attention on those 300 items because the opportunities for improvement are most significant there.

In attacking the problem:

1. Look beneath the surface--take the problem apart--ask questions.

2. Write your ideas down freely--they do little good cooped up in your mind.
3. Avoid interruptions --"Think time" and "think room" needed.
4. Start early.
5. Keep going.
6. Re-define the problem as necessary.
7. Play "idea solitaire" (apply a critical question list on each idea).
8. Set up "idea banks" for future use.
9. Read.
10. Determine "how can I use that?"

BRAINSTORMING: This is a technique that is apt to be successful where conferences fail because of domination by one person, disagreement, or antagonized personnel. The problem should be stated in general terms and this worked out before proceeding to specific issues. A short session is preferable. Participants should be informed of the subject in advance. The following rules apply to brainstorming sessions in general:

1. Have 8 to 15 people.
2. Participants should be of equal "rank" (they should have a common interest, but grade structure need not interfere).
3. "Free wheeling" is welcomed (the wilder the ideas the better; it is easier to tame down than to think up).
4. Quantity is desired. The greater the number of ideas, the more likelihood of good ones.
5. Moderator is a catalyst.
6. Judicial judgment is ruled out. There should be no negative thinking.
7. Reserve judgment.
8. Everyone gets credit.
9. Be brief and to the point. Record by shorthand, tape, tear sheets, or blackboard.

10. Have an evaluation panel of three to select the five best ideas.

A 20-minute demonstration of brainstorming followed the above discussion. After "warming up" with captions for dog pictures, the group produced about 35 suggestions for stimulating creative thinking in USDA agencies.

At the beginning of the session, members of the various agencies represented formed buzz groups and listed things that could be improved by creative thinking. Among those listed were:

1. Research
2. Efficiency in operations.
3. Anticipation of needs of people.
4. Improvement of morale.
5. New equipment.
6. Improvements to old equipment.
7. Adjustments in farm services.
8. Public acceptance of developments.
9. Job satisfaction.
10. Development of policies.

A mimeographed bibliography of 60 references was handed to each participant.

Mr. Perry Fassett, Forest Service, presided at this section of the program.

DECISION MAKING

By Joseph P. Loftus



Mr. Loftus is Director, Office of Administrative Management, U. S. Department of Agriculture. He is a graduate of St. Mary's College of Kansas and has had a variety of experience, both public and private. Prior to assuming his present duties with the Office of Administrative Management, which was organized under his direction, Mr. Loftus was with the Office of Budget and Finance for 12 years and came to USDA in 1945 after previous experience in the General Accounting Office and the Social Security Board.

SUMMARY

By John S. Forsman, FS, and
Henry L. Anderson, FCIC

In his opening remarks, Mr. Loftus likened the business of deciding things with a game of golf. The real test of management is the capacity to formulate policy and plan execution in terms that get results. This entails choice among alternatives, and the executive must possess the ability to negotiate the course in par. The analogy to golfing pointed out built-in obstacles....sand-traps, bunkers, etc., including imperfect instruments for communicating with or motivating the ball. To stay on the fairway is the problem.

Intelligence, imagination, judgment, and sometimes, courage, not to mention virtues such as faith, hope and charity are needed in making decisions.

PRINCIPLES VS OPERATIONAL CONCEPTS:

Decision is considered a fashionable and popular subject. Reference "Administrative Behavior" by Herbert A. Simon, whose book challenged principles of Administration....such principles as are found in Gulick and Urwick's "Papers on the Science of Administration," Gulick coined the word POSDCORB:

Planning
Organizing
Staffing
Directing
CO-ordinating
Reporting
Budgeting

Simon asserted that every decision involved two elements:

1. A Factual element (What to do under certain circumstances).
2. A Value element (What should be done to get justice or promote the general welfare).

Dr. Sidney Mailick of the University of Chicago contrasts the traditional concepts of the administrative process (Gulick's POSDCORB) with the newer concept of Herbert Simon.

The administrator is the man who (1) makes decisions, (2) communicates these decisions to his organization, and (3) motivates people to carry them out.

Decisions are made on the basis of:

- (1) Chance.
- (2) Instinct (or intuition).
- (3) Convention (precedent).
- (4) Non-rational grounds, or
- (5) Rational grounds (oriented to organization end-objectives or goals).

Rational decision-making involves three elements, each adapted to the accomplishment of specific goals:

- (1) Calculation of alternatives;
- (2) Evaluation of consequences;
- (3) Establishment of a system of values.

Kinds of decisions, under this theory, are reducible to two types:

- (1) Fact decisions (incident to procedural matters, short-term goals, etc., within the range of positive forecast.
- (2) Value decisions (based on what ought to be and why, applicable to long-term goals, etc.).

In an organization, lower levels deal with Fact Decisions; higher levels deal with Value Decisions.

Motivation likewise has two aspects:

- (1) Purpose is a group phenomenon, reflected in an organization objective such as agricultural research.
- (2) Motive is an individual phenomenon, reflected in desire for promotion, ambition to excell, professional aspirations.

An organization is a system in equilibrium in which there is a balance between Group Purpose and Individual Motive.

SO, an administrator does his job when he

- (1) Makes Rational Decisions consistent with a fixed Value System.

- (2) Communicates both the value system and the decisions to his organization, and
- (3) Establishes a variable climate for action, i.e., gets balance or equilibrium between Group Purpose and Individual Motive.

ELEMENTS OF MANAGEMENT:

The Association of Consulting Management Engineers, the leaders in that profession, recently attempted to identify the elements of management. They developed a composite picture involving three steps of procedure and eleven elements:

- A. Establish objectives.
 1. Gather information.
 2. Synthesize information.
 3. Plan.
 4. DECIDE.
- B. Direct the attainment of objectives.
 5. Organize.
 6. Communicate.
 7. Motivate.
 8. Direct, guide, or counsel.
- C. Measure results.
 9. Measure, evaluate, control.
- D. In general
 10. Develop people.
 11. Promote innovation.

Decision-making is just one element of the total management job. Many decisions are required to direct the program and measure results.

PUBLIC SERVICE ENVIRONMENT:

The speaker focused on the Department of Agriculture. He suggested that we review "What Is Involved" before we ask "How It Is Done". He started with the agency head.

1. The agency head is expected to carry out administration policy, which emanates from the Executive Office of the President. It is interpreted by and filtered through central agencies such as the Budget Bureau, the Civil Service Commission, the General Services Administration. It is transmitted by the Secretary of Agriculture, who in turn

relies on Department staff offices to interpret and formalize administration policy.

2. The agency head is accountable to the Congress, which does not necessarily speak with one voice. He must reckon with at least 3 committees of the House and 3 in the Senate:

- (a) Appropriations Committee.
- (b) Committee on Agriculture and Forestry.
- (c) Committee on Government Operations.

The General Accounting Office intervenes here, too, as an arm of the Legislative Branch, exercising oversight of behavior in the Executive Branch.

3. The agency head has a relationship with the Judicial Branch of the Government.
4. The agency head has to work with you and others in the organization responsible to him.
5. Your agency has one or more clientele groups -- people served, regulated, or interested. Farm organizations would be one example.
6. The agency head must take account of public relations.
7. Other organizations, Federal, State, and local, may be of concern to the agency head, because they cooperate, compete, or in some way affect the agency.
8. A final factor may be partisan politics.

COMPLEX NETWORK

Decision making by an agency head involves a complex network of elements. His strategy must be to reconcile or satisfy these varied interests.

DECISIONS IN FIELD

It is desirable that decisions be made at the lowest organization level feasible. This means:

1. That skill and competence must exist at lower levels.
2. That necessary information be available to guide action and gauge the impact of decisions made.

These two pre-requisites are basic to insure a sound choice among alternatives.

"How" decisions are made, or should be made, is a two-sided problem: In part organizational or institutional, and in part personal or individual.

Institutionalism is something that happens to an organization over a period of time, reflecting the organization's own distinctive history. This involves the taking on of values, ways of acting and believing that are deemed important for their own sake.

The Department of Agriculture tries to place decision-making on a broad base. There are numerous local, public advisory, interdepartmental and departmental committees. Through such groups, and through the organizational structure of the Department ideas are generated and recommendations are advanced on which decisions must be made by responsible officials.

DECISION-MAKING SHARED

Those who have experience in both business and politics (meaning government) observe that the political executive gains power in magnitude of operations, but loses it in having to share with others the power of decision. Ability to share the power of decision with others is the essential work of the political executive.

Decisions are made by individuals, not by groups. All individuals, not merely managers, make decisions and need to do so responsibly. The manager needs to decentralize decision-making increasingly to the specialist. But the specialist, with the resultant authority to decide has -- like the manager -- to take the burden to do so as a personally responsible member of the organization.

Ten practical hints on decision-making which have the endorsement of the American Management Association.

1. Be sure a problem exists.
2. Can it be solved by precedent?
3. Separate facts from opinions.
4. If a group decision, be sure each member has all the facts.
5. Determine a clear objective.
6. Develop alternative courses of action.
7. Determine which has best chance of success.
8. Recognize possible human and material limits on your choice of action.
9. Communicate the problem, the decision, and the policy so that your people will understand and support your action.
10. Follow up, to evaluate results and possibly to amend or revise the original decisions made.

DISCUSSION

Led by Paul Wylie, FHA

Following is a resume of a few of the questions asked after Mr. Loftus finished his presentation:

1. Decisions should be made at the lowest possible level in the organization.
2. Decision-making allows for taking calculated risks. The risks involved should be recognized.
3. Decision-making is an opportunity, not a problem.
4. Authority for specific decisions rests with one individual, others advise.
5. There is little difference between decision-making in government and in business. Profit is emphasized in business whereas decision making in government is more far reaching. Both have framework in policy.
6. The timing of decision-making is predicated on urgency. It is desirable to utilize fact finding and consideration to the extent that time will permit.



COMMUNICATION

By Dr. William H. Pemberton

Consultant in Psychology and Executive Methods, San Francisco. Lecturer in Semantics and Communications, College of Marin and San Francisco Public Schools. Director, Executive Methods Conferences, Pleasanton, California. Member: Psychol. Examining Committee, California State Board of Medical Examiners. Industry and Business Psychol. Association (Certified). National Board, International Society for General Semantics. Doctor's Degree, University of California, Berkley. AB, University of Washington, Major in Philosophy.

SUMMARY

By Dr. James H. Wommack, ARS,
and Lester J. Hoffman, AMS

The speaker first defined four terms pertaining to communication:

Semantics is the study of interrelationships of the human and his *symbolic* environment.

Illusion is something you see that seems to be so but isn't--your nervous system lies to you.

Delusion is something that, though false, you believe to be so on the basis of past experience.

Reality is the way a person sees, feels, or hears things - his picture.

TO RESOLVE STALEMATES IN COMMUNICATION

It should be remembered that any one person has only a part of the picture because he has only what he can see, feel, or hear. This is his reality. It is not possible for him to accept anything that destroys part of his reality.

All people have defensiveness. It is an involuntary response to a stress situation. In order to deal with it in others, one needs to be able to recognize and categorize it. In a stress situation one has to Defend, Adjust, and Release tensions. Each individual has his own style of accomplishing these things.

A person's defense mechanisms can be categorized from the most sensitive person in the first level to the least sensitive in the

sixth level as follows:

1. Ignoring - silent, sullen - it might be said that they are too frightened to externalize.
2. Attack - criticize, judge and advise.
3. Deceive - joke, insincere apology, "pep talk", agrees verbally only.

These first 3 might be called negative virtues or defense acts.

4. Ask questions - information - who, where, when, what. "Why" could be here but most likely would indicate judgment.
5. How - honest feeling - asking for understanding.
6. Mirror - reflect an individual's reaction or attitude. He will then feel that you understand him and may see the distortions in himself. This borders on therapy.

The last 3 levels of defensiveness might be called plus values or non-defense acts.

In resolving a problem along these lines one must be able to answer these two questions in the affirmative:

1. Was the problem solved?
2. Did you preserve the integrity of the nervous system involved?

PREMISES THAT HAVE TO DO WITH REALITY

1. The message is different in the sender and the receiver and different in each receiver. This can partially be overcome by making it easy for the receiver to check with the sender to see if the intended meaning was conveyed and vice versa.

2. The meanings of messages are not in the messages. The meanings of the messages are found in the nervous systems of the senders and receivers. Objects or words may have one meaning to one person and an entirely different meaning to another.

3. Every person projects his history into each message. This is unavoidable. These messages can be affected by such things as preferences, prejudices, needs and wishes.

DISCUSSION

Led by Raymond H. Christensen, FHA

Q: How can we be sure we see things as they really are?

A: We can't.

Q: How do we deal with the person who does not react to our attempt to "mirror" him?

A: Try from another angle. Also be sure we have the correct mirror.

Q: How can we be sure employees get the meaning of a communication?

A: By checking back through sympathetic questions.

Q: How to recognize communications stalemate?

A: Defensive attitudes indicate stalemate. Sender may be responsible for part of the stalemate.

Q: Are there times when someone should be "smashed"?

A: Yes, under certain circumstances. There are times the necessity of action or decision requires that an individual be smashed. However, the individual involved should be informed later why the quick decision or action.

Q: Is it possible to use the DAR chart to classify the persons with whom we deal?

A: Yes.

Q: Should we apologize?

A: Generally not. If it becomes a habit we are making a bid for sympathy.

Q: How can we interrupt for clarification without being rude?

A: One approach is in a joking fashion. Talk about own feelings such as: You are ahead of me. Can't keep up with you. Etc.

Q: What is a good criterion for maturity?

A: The ability and capacity to accept and respect the unique in the other fellow, his values, needs, and threats. When we accept the uniqueness in other people we can learn from each other.

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THE PUBLIC AND THE DEPARTMENT

By R. Lyle Webster

R. Lyle Webster, Director of Information of the U. S. Department of Agriculture, has held that position since May 1951. He has worked in the Department since 1931, beginning in the Press Service of the Office of Information. He worked successively in the Agricultural Adjustmant Administration, as an Assistant to the Secretary of Agriculture from 1941 to 1944, and since 1944 in the Office of Information.

He was born and raised on a farm near Webster, North Dakota. He is a graduate of the University of North Dakota, and holds a Master's Degree from the Pulitzer School of Journalism of Columbia University and a PhD degree in Public Administration from American University. He worked on newspapers in North Dakota before entering the Department of Agriculture.

Mr. Webster received the USDA Distinguished Service Award in 1958.

SUMMARY

By Paul Wylie, FHA, and
Herbert L. Lozier, ASC

Mr. Webster's remarks were directed to participants in their capacity as administrators. Comments about public information responsibility relate primarily to the information responsibilities which are ours as administrators.

PURPOSE:

Emphasis was placed by Mr. Webster on the fact that participants, as responsible administrative officials in some part of USDA or whatever organization, have a public relations responsibility and that this is a management responsibility. It exists whether we are administering a nationwide program, a State office of a national agency, or are struggling with the problems in a single county.

As a group we should embrace this viewpoint and realize that we should and can do more to discharge this part of our management responsibility and that we resolve to do so, and finally go back to our job and do it. Furthermore we should carry this concept along to our staffs and to any "little TAMs" in which we may participate later.

DEFINITIONS AND PRINCIPLES:

Public relations practitioners sometimes sum up their work by saying that public relations is conducting a good program and getting credit for it. The terms "public relations," "publicity," "press agency" and "propaganda" are confused from time to time. As a basis for our discussion the following is a distinction between these terms:

(a) Public Relations: The communication and interpretation of information and ideas from an institution TO its publics and the communication of information, ideas, and opinions FROM those publics to the institution, in a sincere effort to establish a mutuality of interest and thus achieve the harmonious adjustment of an institution to its community.

(b) Publicity: The dissemination of information, making matters public from the viewpoint of one who wishes to inform others. Systematic distribution of information about an institution or an individual.

(c) Press Agency: Creation of publicity-worthy events and the use of brass bands and barkers, if necessary, to attract attention to some person or thing.

(d) Propaganda: The organized, systematic spreading of a doctrine, the propagation of an idea or a cause.

In the Department, we have drafted a statement of our information responsibility which we hope to eventually have in the Department regulations:

"The Department's information responsibility is to report to farmers, to other specially affected groups and to the public generally regarding the research, action, regulatory and other programs through the channels normally available to those for whom the information is intended. The information activities are intended to be impersonal and institutional, to avoid press agency and personal publicity, and wherever possible, to provide a basis of factual information for further adaptation and localization by private media and localized agencies."

If we in the Department do a complete job of reporting and give prompt service to the public within the framework of that statement, we should not be worried about the public relations of the Department.

In Government, Congress takes a somewhat dim view of bureaucrats using tax money appropriated by Congress for persuasion, particularly if that persuasion is aimed at influencing legislation pending before Congress. In fact, the current appropriation act of the Department of Agriculture, under which we are drawing our pay says:

"No part of any appropriation contained in this Act or of the funds available for expenditure by any corporation or agency included in

this Act shall be used for publicity or propaganda purposes to support or defeat legislation pending before Congress."

This language has been in every Department or Agriculture appropriation for many years and is well-established policy. There has also been a law on the books since 1913 which forbids hiring "publicity experts" unless specifically authorized by Congress.

There are some limitations on this activity in Government that we do not find in private industry. However, there is plenty of room for the function of information in our work and there are a few universal principles which apply regardless of what level in Government we operate. Emphases on these elements are those with which we should be concerned in our administrative capacities.

Conclusions about Government information and public relations apply quite generally. The function of public relations is:

(a) Unavoidable: We cannot escape being involved in public relations either positively or negatively. The lesson is to handle ourselves in such a way that our actions and our words constitute good public relations.

(b) Built in our job responsibility: Public relations is a part of our job wherever we are in the organization. To be effective, the public relations of any organization must be right.

(c) Understandable: We have to reach people in ways that they can understand or that are readily accessible to them. The important thing is that we always remember and know our audience, its beliefs, experiences, education and the meanings it reads into our words.

(d) Continuous: Public relations must be continuous and never-ending. This is best exemplified in the practice of working with groups which some of us do effectively. We work with one group today in terms of their interest. Tomorrow we move on to another group with different interests. Eventually we have made the circuit.

Public relations can be improved with:

(a) Specialized skills. We need to use specialized information skills when they are available. We need to draw upon the skills of information staffs just as we call upon management or subject matter experts for aid in their particular specialties.

(b) Evaluation. Need of taking stock from time to time. Are we getting along so well that nobody is paying any attention to us? If everybody is praising we had better look out; we probably are being too lenient in carrying out our duties.

There is one way we can serve in overall public relations work for the Department which can be of the highest value and that is in serving as the eyes and ears of the Department. It should be emphasized that field employees can provide invaluable service by keeping the Washington headquarters alerted on field development.

Public relations is part of management. For example, Don Williams, Administrator of SCS, has stated in agency memorandum: "To operate successfully every SCS office must help inform the entire public constantly of the many phases of our work...." FHA outlined responsibilities for their County Office as follows: "The County Supervisor is responsible for informing the public in the area serviced of the objectives, services and benefits of the FHA." CSS has expressed through the Deputy Administrator for Operations and through CSS Deputy Administrator the "need to look upon full and complete disclosure of our operations to the public as a regular and continuing part of the process of program administration...."

The above examples make clear the point that public relations on the work of the agency is a part of our job. We all need to be concerned with the public relations of agriculture because this is a time when Government activities in behalf of agriculture are getting a close and not always friendly scrutiny.

The problem of maintaining public understanding of our work becomes greater as the proportion of farmers in the population becomes less. In 1930 farm people represented 25 percent of the total population of 123 million people. Today, with 176 million people, the farm people represent only 12 percent of the total. If we fail to justify the work of Government for agriculture as a whole, the work we do individually may suffer. We have a need for each to do his share in keeping the record straight on the aims, programs and accomplishments of the Department and of its individual agencies.

TELLING THE STORY:

We need not be disheartened by the situation described. We have a wonderful story to tell, and if we tell it adequately and continuously, we will gain the public understanding that at times we now seem to be losing. The Department is all around us. It is in your life and mine in many ways. We need to tell the story of research and marketing, to name but two. Scientists are engaged in one of the most time-honored and important activities in the Department, that dealing with research. Marketing research has in five years brought about estimated annual savings of 25 million dollars. Products grading, a very important function of the Department helps farmers as well as consumers. It is a part of the marketing work of the Department.

The action programs, of course, are the most controversial and often the least understood. We group these as Stabilization. Price support, production control, surplus holdings -- these bring the heat.

We should however, try to make one point clear at all times. These programs are authorized and directed by the Congress. USDA and its agencies are merely following the law in administering such programs.

Another great activity of USDA is Credit. Two important credit agencies in USDA are Farmers Home Administration and REA. Co-operatives get their money to build their facilities from the REA in USDA. They borrow it and they are paying it back.

IDEAS AND MATERIAL:

Many opportunities are available for giving facts and information about the activities of USDA. Farmer-businessmen meetings; service club meetings; Farm-City Week sponsorship by Kiwanis International. These give opportunity to Departmental people to appear on programs dealing with agriculture.

Another important outlet is that of informing educators and students within our public schools. This is long-time work but the Department of Agriculture is going to be around a long time. We need to recognize that we have an obligation to report when citizens pay money back to the Government as well as when it is loaned. The Department reports faithfully how much it loans but does far less reporting on how much money comes back. Lets take a look at flowback from one agency, FHA. Loss to date on the billions it has loaned is less than 5 percent. Their secret of success is the fact that FHA starts right at the beginning of each loan to help the farmer improve his farming program. Another flowback is through the Forest Service. Recently the Treasury received the billionth dollar return from this agency since it was organized.

CONCLUSION:

The examples brought to our attention are proof that there are opportunities for us right in our work and in collaboration with our fellow workers, both in USDA and in the Land Grant Colleges to carry out in our stride, as part of our regular work, a good job of public relations for our agency and for the Department of Agriculture. Each of us as responsible administrators has a public relations responsibility and that responsibility is a management responsibility.

DISCUSSION

Led by Vic Barry, SCS

At close of remarks by Mr. Webster, Mr. Barry assigned work group committees which formulated questions for Mr. Webster. The following questions were developed and comments by Mr. Webster given as outlined below:

- Q: Has the Department given any thought to developing a brochure of the agencies of the Department which would outline their functions, responsibility and scope?
- A: Mr. Webster presented a simplified pamphlet which contained a brief outline of agencies within the Department and their primary functions. This was then made available to group participants.
- Q: Is it possible for the Information Branch to make available well in advance, dates of Farm-City Weeks, Soil Stewardship days and similar events for use in the field to formulate advance planning?
- A: Yes, we try to anticipate need far enough in advance to satisfy demand. Sometimes this becomes rather difficult to anticipate needs.
- Q: Is information available to us which would show subsidies paid to rail lines, steamship companies, etc., and could such be in the form of fact sheets made available through the Information Branch?
- A: Yes, this information is available.
- Q: What position are we in if asked to supply to a specific group information about agency work when we realize such group might use such information to influence legislation or to promote their own group?
- A: We have no alternative but to supply factual data to any interested person or persons.

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TAM ALUMNUS CRITIQUE AND COMMENT

By Steven J. Kortan



Mr. Kortan is Deputy State Conservationist, USDA, Salina, Kansas. He participated in the Kansas City TAM Institute and has since organized and conducted a TAM Workshop in Kansas and assisted on the program of such workshops in other locations.

SUMMARY

Mr. Kortan served as discussion leader during the February 4 afternoon session of the Institute at which a list of suggestions for TAM local Workshop leaders was developed.

In his concluding comments at that session, he stated that the participants in this Institute were particularly fortunate because improvements in the program were developed on the basis of experience in similar events elsewhere earlier. He particularly cited the opportunity given the participants here to gain guidance for the planning of TAM Workshops that they will be assisting with in their home states during the coming year.

The speaker stated that modern management requires technical, human, and conceptual skills. These conferences, he said, do much to improve our human and conceptual skills. They are greatly needed in an organization such as the USDA which contains a predominant number of technically trained men.

All agencies of the Department of Agriculture are being brought closer together by TAM, the speaker asserted. This is extremely beneficial to the morale of the Department and as a means for rendering better quality public service.

A number of specific suggestions concerning the planning and conduct of local TAM Workshops were offered. It was emphasized that the job of preparation is time consuming and that work should be started 6 to 9 months ahead of the Workshop date. Sponsorship by agency heads in the area is vital. In fact, agency heads should be encouraged to be Workshop participants themselves if they have not already had TAM training.

Publicity in advance of the local Workshop is desirable. Speakers, effects, etc., provide a basis for stories. Agency heads can get local publicity on the persons who are to attend the Workshop from their unit-- the "what," "when," "where," "who," and "why."

It is advisable to divide up the work in contacting speakers, etc. Personal contacts are advisable where practicable. Acquaint the speaker with the Workshop schedule, purpose of his presentation, and the necessity for having copies of his talk for the participants.

Mr. Kortan urged the Institute participants to apply the principles learned here in their follow-up activities--to demonstrate decision-making, delegation, etc., in their actions to sell the TAM idea to agency heads. "The challenge is in front of us--we need these Workshops," he declared.



INSTITUTE EVALUATION AND RECOMMENDATIONS

By Jack C. Kern

Mr. Kern is a graduate of the 1951 Denver TAM Institute. He is the Training Officer for the Forest Service and has served with that organization since 1934 at all levels of management - forest, regional and national. He has written on management and has been associated with some research in this subject. He is a native of Pennsylvania and served with the Navy in the Western Pacific in World War II. He has his degree in forestry from the Univ. of California, and has done advanced study in management at the American University of Washington, D. C.

SUMMARY

By Murray Bell, AMS, and
Daniel P. Dowling, AMS

Mr. Kern prefaced his remarks by recalling that the purpose of the Institute was to improve management skills, to increase understanding of Department programs, and to provide a nucleus of leaders for organizing and conducting one week TAM Workshops. For management improvement it is helpful to evaluate what we have done so that we may bring ourselves up-to-date on those techniques that will help us look ahead. By so doing we may solve our immediate problems and have a part in meeting some of the long range opportunities facing our country. In this session the Institute participants evaluate themselves and the proceedings in which they are taking part as applied to management improvement. You seek ways to better the total management development program of the Department.

This can be done by giving "feed-back" on the following three questions:

1. The first of these questions is "What effect will this Institute experience have on me as an individual and on greater personal effectiveness at my home office?"

In answering this question we can look at ourselves critically, to seek changes in our behavior on the job, and to reflect what we have learned. When you do this you will get some indication as to what part of the course has been most helpful. This will suggest modifications for improvement. In order for the Institute to improve, the evaluation must be frank, factual and constructive.

Self development of the individual in the aggregate, benefits the entire Department, and ultimately the country itself. It follows that

development of individuals should be planned. This gives value to the consideration of individual development plans. Such a plan should be simple, concise and in writing. It should show the individual's goals for self-development - his opportunities for improved performances and where his agency can help him - when it may be given to him. It needs the participation of all supervisors, "Super-Vision", and continual follow-up. Your evaluation then should be in the context of development - of yourself and aid to the self-development of those with whom you are associated.

2. The second question is "What do you think can be done to improve the TAM Institute program so that workshops may increase in value?"

In answering this question these factors might be considered:

**THINK
PEOPLE AND
THEIR NEEDS**



- Select trainees carefully - -
- Identify priority training-development needs - -
- Set timely clear-cut goals - -
- Select needed usable subject matter - -
- Get top management direction - -

**ORGANIZE
AGGRESSIVELY**



- Enlist "fire-ball" committee - -
- Assign outstanding topic leaders - -
- Provide best possible learning situation by:
 - Thorough topic plans and preparation
 - Good facilities
 - Effective training methods
 - Selected study references

**KEEP
INTEREST
HIGH BY:**



- Enthusiastic, inspiring leadership - -
- Brief, vivid presentations - -
- Outstanding events - -
- Change of pace (e.g., field work) - -
- Full individual and group participation - -
- Bold imaginative ideas - -

**GET
FOLLOW-UP
ACTION**



- Record distinctive viewpoints and information
- Determine action and who will take it - -
- Encourage on-job application of learning - -
- Motivate further self - development - -

3. Now for the third question "What recommendations do we have for the improvement of over-all management development in USDA?"

The criteria for this question requires much thought to our rapidly changing future. The relationship of USDA to the population increase, for example, which is expected over the next 10 to 20 years is significant. Equally significant contributions in managerial competence must be considered in the adjustment to this growth. What are we prepared to contribute? Are we flexible and prepared for these adjustments? What do they mean in terms of manpower requirements - vision, perspective, increase competence?

Another criteria is the relationship of USDA program to the growing Gross National Product. How should USDA align its managerial requirements as the GNP trends upward?

Here is another criteria - effect of USDA programs on our international relationship - for example, with Russia. There are few if any government actions that can be taken without reference to the need for working toward improved international understanding. Agriculture, we know, has complex and far-reaching responsibilities in this area.

These factors are examples only. They affect the long-range security and well-being of our Nation. But the meeting of these challenges may be the greatest experience of our lifetime - the adventure of discovering ourselves and our potential to help others in their self-development and growth.

After Mr. Kern's remarks the participants then formed into 6 Work Groups to prepare evaluations of the proceedings since the inception of this Institute. The reports will be presented to the TAM Work Group in Washington, D. C. for consideration.



BROADER UNDERSTANDING OF THE U.S. DEPARTMENT OF AGRICULTURE AND THE JOB AHEAD

By Ernest C. Betts, Jr.

Mr. Betts was born on a farm at Hillsboro, Wisconsin and was educated at Platteville (Wis.) State Teachers College and the Vernon County Normal School at Viroqua, Wisconsin. He entered Federal Service in 1939 and 17 of his 20 years service has been with the U. S. Department of Agriculture. Mr. Betts was appointed Director of Personnel for the Department in 1956. He is Co-Chairman of the TAM Work Group.

SUMMARY

By Russell D. Reid, FHA, and
Nelson V. Little, FCIC

The USDA is an organization of far-flung geographical dispersion and of complex heterogeneous and multifunctional purposes. The basis of thinking of it as a single entity is "the common desire of the employees to serve." This dedication of public duty and service is not a matter of happenstance. It has evolved as a result of wise thinking and leadership of those who have preceded us.

The speaker told us a little of the history of our Department. In 1939 the Commission of Patents used \$1,000 to collect and distribute seeds. This was the beginning of the use of Federal funds to promote agriculture. The USDA was established in 1862 when Congress enacted the Agriculture Organic Act.

By 1889 this Department had the authority to make payment to states for research, and to division to carry on animal disease eradication, weather reporting, botany, chemistry, entomology, statistics, forestry and seeds. At this time the Department was raised to Cabinet status under President Grover Cleveland. During the next forty-four years the Department made steady growth primarily in research and education.

The collapse of the agricultural and industrial economy during the early thirties was the beginning of Government aid programs in the agricultural field. These were broad programs undertaken to bring agriculture out of the economic depression. In 1933 several new agencies were established and are now the programs carried out by the SCS, CSS, FCIC, FHA, REA, AMS, and ACPS. World War II brought on new problems in production and distribution of agricultural commodities. To handle this problem a War Food Administration was created and various

Agencies of the USDA were assigned to it. After the war the Production and Marketing Administration was established and took over most of the functions of the War Food Administration on its abolition.

In 1948 the first Hoover Commission asserted that the USDA was "a loose confederation of independent agencies" with bureau chiefs almost completely autonomous. As a result of the Hoover Commission report, the USDA was reorganized in 1953. The Department was basically divided into four major program areas, each headed by an Assistant Secretary or a Group Director. Each major agency has its own operating administrative staff. The speaker listed the advantages of this type of organization as follows:

1. It places definite lines of responsibility.
2. Each agency head has someone on the Secretary's immediate staff from whom he can get policy direction.
3. Takes the agency head out of partisan political matters.
4. It groups like agencies under a specific assistant secretary.
5. Permits the Secretary to devote his time to major agricultural policies.
6. Insures that the policies of the Chief Executive are implemented by providing a political appointee as the head of a group of agencies.
7. Better coordination within the group.

Policy making was an interesting part of the speaker's talk. He said a "Policy Staff," consisting of the Secretary, Under Secretary, three Assistant Secretaries, Administrative Assistant Secretary, Director of Agricultural Credit Services, and three or four staff assistants to the Secretary formulate the policies in the Department. The resulting policy is tempered by the recommendations of those in the career service with technical know-how and by its sensitivity to pressures from outside. The policy which emerges reflects the best judgment of those in authority in the Department.

A forecast was made which reflected a much greater need for managers in the next decade. The bigness of everything in a technological era will require these people.

Colleges cannot produce the leaders or managers needed. They will come from generalists or specialists who have potential. It was pointed out that TAM was mutually advantageous to USDA and participants of the Institute only if both were willing to continue the training given and received at this Institute and the participants use it as stimuli to further

development. It was suggested that the follow-up Workshops would provide more necessary training.

The speaker touched on the area of political and career executives in management. Two recent publications, (1) Executives for Government and (2) The Job of the Federal Executive, were recommended for this subject. It was pointed out that we must recognize the essential responsibilities of political executives and that it was commonplace that the political party holding the reins of the Executive Branch needs to appoint and control its top level officials to insure successful control of policy planning, determination and operation of programs in accordance with political policy. "We seek an understanding which should include an appreciation of the need for such number of executives as are reasonably necessary to achieve the purposes of representative government and a clearer understanding of respective responsibilities of the career and political executive."

The speaker advised that the position of the career service would be strengthened by this condition. He suggested that we have a happy balance between the career and political executive. The speaker pointed up the need for a stronger program of selection, training and retention of potential managers. He commented that there is a need also for better understanding by the public of the career service.

It was submitted that individuals with executive competence should not be permitted to long remain in positions that do not make full use of their capabilities.

The speaker cautioned that those in the Department have one of the most difficult jobs of managing anywhere in Government. "We must keep on pioneering and exploring new frontiers which will bring sound and constructive ideas into use for providing better service to the public."

Mr. Betts advised that high quality of public service would result in better understanding by the public and appreciation and confidence in us. "We are ambassadors for the Department." He said we must be sensitive to the expectations of the Congress and the public generally. "Above all else, we must dedicate ourselves to a career in which the greatest reward is the satisfaction of a job well done."

Mr. Betts said that the effectiveness of this Institute will be unknown next year but we will know in 5 to 10 or 15 years how effective it was by our supply of competent people to fill key positions.

SUGGESTIONS FOR LOCAL USDA TAM LEADERS
CONCERNING WORKSHOP PLANNING AND CONDUCT

The following guides were developed by Work Groups during the February 4 session of the Institute. They are reproduced here as summarized by Luther B. Burkett, FS, and Raymond H. Christensen, FHA.

A. Pre-workshop planning:

1. TAM Institute graduates meet and assign responsibility for selling the Workshop.
2. Local TAM graduates follow-up with various local USDA agency heads for support.
3. Ask agency heads to appoint a planning committee of up to 5 members. Some of these should be TAM Institute graduates. All should be leaders with imagination and drive.
4. Planning Committee will:
 - a. Select objectives, based on state and regional needs.
 - b. Decide on coverage and form of Workshop.
 - c. Decide time, place, number and level of candidates, and apportionment of candidates among agencies.
 - d. Appoint a Workshop Director and a Workshop Manager. (See duties listed below.)
 - e. Contact agency heads and ask them to appoint candidates. Get this list of candidates.
 - f. Appoint a Participation Committee, which will:
 - (1) Circulate a questionnaire asking for expressions of interest in various possible TAM topics.
 - (2) Send out study material at least two months ahead of the Workshop date.
5. The Workshop Director will:
 - a. Establish committees:

- (1) Service
- (2) Editorial
- (3) Library and Film
- (4) Recreation
- b. Personally handle or delegate and coordinate responsibility for obtaining speakers.
- c. Act as Chairman of the Planning Committee.
- 6. The Workshop Manager will:
 - a. Make transportation arrangements for speakers (terminal to Workshop and return).
 - b. Provide materials and facilities for Workshop.
 - c. Arrange for meeting place.
 - d. Provide typing service.
 - e. Arrange for group picture.
 - f. Arrange hotel reservations for guests.
 - g. Secure forms AD284, Certificate of Training, and AD295, Individual Training Record (in duplicate) for each man (with excess for spoilage).
 - h. Handle other duties as assigned.

B. Workshop activities:

- 1. Orientation.
 - a. Introduction and organization.
 - b. Motivation.
 - (1) Explanation of TAM.
 - (2) What will be covered.
 - (3) Purpose, goals, and objectives.
 - (4) Assignments.
 - (5) Results of pre-Institute questionnaire.

- c. Keynote address by prominent speaker (to inspire
x and stimulate group).
- 2. Core of program--methods.
 - a. Visual aids.
 - b. Problem-solving conferences.
 - c. Library materials.
 - d. Speakers and discussion sessions.
 - (1) Buzz groups.
 - (2) Listening groups, etc.
 - e. Periodic review and evaluation of progress.
 - f. Publish and distribute proceedings.
 - g. Work Group projects.

NOTE: Maintain continuity and coordination of topics aimed at objectives. Adhere to schedule. Encourage freedom of discussion and expression by all.

C. Post-Workshop jobs:

- 1. Recommended action.
 - a. Sample effectiveness.
 - (1) Questionnaire--determine application of learning to job.
 - (2) Personal interviews.
 - (3) Use information to develop other TAM Workshops.
 - b. Stress application on job.
 - c. Publicize TAM.
 - d. Distribute management materials.
 - e. Prepare letters of appreciation to those who contributed.

- f. Issue certificates of training.
 - g. Send Executive Secretary of TAM 25 extra copies of Workshop proceedings.
2. Suggested action.
- a. Written reminders.
 - b. Alumni clubs.
 - c. Recommended reading lists.
 - d. Encourage management short courses at universities.
 - e. Critiques by alumni.
 - f. Have functions of USDA explained to agency groups.

D. General information:

- 1. Requesting Washington speakers.
 - a. Try not to rely too much on them (demand for their appearance at Workshops is heavy and increasing).
 - b. Coordinate requests for them with the Executive Secretary of the TAM Work Group. (His office is in the Employee Services and Training Division, Office of Personnel, USDA, Washington 25, D.C.)
- 2. Coordination of Workshops.
 - a. Keep the Executive Secretary of the TAM Work Group informed on the when, where, who, etc., of Workshops planned.
 - b. Advise him of names of Steering Committee.
- 3. Arranging for participation by local representatives of Agricultural Research Service, Agricultural Marketing Service, and the Rural Electrification Administration.
 - a. Contact their Washington office for nominations to TAM Workshops.
 - b. Address letters to the national administrator of the agency concerned.

4. Certificates of Training (Form AD-284)

- a. Order from Executive Secretary of TAM.
- b. Order extra copies to allow for spoilage.
- c. Send completed forms AD-284 (name and date filled in) to Executive Secretary of TAM.
 - (1) Form AD-295 must accompany each AD-284.
 - (2) Two copies of AD-295 should be prepared if participant is to receive a copy.
- d. The Director of Personnel will sign the form AD-284 and it will be sent through agency channels to the recipient.

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2. "A Formula for More Efficient Reading," USDA, Washington, D. C.
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6. "Managing Your People," compiled by editors of Nation's Business, Nation's Business, Washington, D. C.
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13. United States Civil Service Commission, "Training the Supervisor," Personnel Methods Series No. 4
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15. U. S. Civil Service Commission "Recognizing Employees through Incentive Awards," Personnel Management Series No. 5, September, 1954
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Films

1. "All I Need Is A Conference"
33 minutes, black and white, sound, 16 mm
By General Electric for management training
Illustrates problem solving and how to conduct a conference
2. "1104 Sutton Road"
45 minutes, color, sound, 16 mm
By Champion Paper and Fiber Co.
Projection of self into job and life, produces satisfaction
3. "The Inner Man Steps Out"
37 minutes, black and white, sound, 16 mm
Human relations applied to management
4. "Production 5118"
35 minutes, color, sound, 16 mm
By Champion Paper and Fiber Co.
Apply the golden rule in communications and the signal will come through.
5. "Time Is Now"
35 minutes, black and white, sound, 16 mm
By Mutual Benefit Life Insurance Co.
Concerns decision-making.

An index to over 8000 films including the above may be secured from Educators Guide to Free Film, Madison, Wisconsin. Price--\$5.00.

LIST OF TAM LEADERSHIP INSTITUTE GRADUATES

Denver - 1951; Atlanta - 1952;
Kansas City - 1957; Minneapolis - 1958

<u>Agency</u>	<u>Name and Position</u>	<u>Address</u>	<u>Institute Attended</u>
<u>ALASKA</u>			
FS	Wayne Sword, Asst. to Div. of Adm. Management	Forest Service, USDA Juneau, Alaska	Kansas City
<u>ARKANSAS</u>			
SCS	William B. Davey, Deputy State Conservationist	SCS, USDA 323 Federal Building Little Rock, Arkansas	Kansas City
<u>CALIFORNIA</u>			
ARS	Sidney J. Adams, Regional Business Manager	ARS, USDA 800 Buchanan Street Albany, California	Denver
FS	Thomas H. Harris, Chief, Division of Forest Pest Control	Forest Service, USDA 630 Sansome Street San Francisco, California	Denver
ES	Nathaniel D. Hudson, Asst. State Leader Ext. Service	College of Agriculture University of California Berkeley, California	Denver
FS	Clayton N. Weaver, Assistant Forest Supervisor	Placerville California	Denver
ARS	A. F. Eckert, Meat Inspector	ARS, USDA 630 Sansome Street San Francisco, California	Atlanta
FS	Eugene Lepley, Forester	Forest Service, USDA 630 Sansome Street San Francisco 11, Calif.	Kansas City
ARS	George M. Schramm Classification Officer	ARS, USDA Western Regional Business Office 800 Buchanan Street Albany, California	Kansas City

COLORADO

FHA	Dorothy Montgomery Personnel Officer	FHA, USDA New Custom House 19th & Stout Streets Denver, Colorado	Denver
FS	Jack C. McNutt, Chief Recreation Management Planning Section	Forest Service, USDA Denver, Colorado	Denver
FS	James Wenbanm, Section of Personnel & Adm. Services	Forest Service, USDA Denver Federal Center Building 85 Denver 7, Colorado	Kansas City

DISTRICT OF COLUMBIA

ARS	Donald R. Shepherd, Head, Cooperative Control Operations Sec., Plant Pest Control Division	ARS, USDA Washington 25, D. C.	Denver
AMS	Stanley J. Dorick, Chief, Procurement & Property Branch Adm. Services Div.	AMS, USDA Washington 25, D. C.	Denver
REA	Richard F. Nance Asst. Director Southeast Area	REA, USDA Room 1235, South Bldg. Washington 25, D. C.	Atlanta
FS	Jack C. Kern Training Officer	Forest Service, USDA Washington 25, D. C.	Denver
ARS	Harry A. Steel, Head, Land & Water Section Farm Economics Br.	ARS, USDA Room 4921, South Bldg. Washington 25, D. C.	Denver
SCS	Valentine W. Silkett, Chief, Farm & Ranch Planning Branch	SCS, USDA Room 5219, South Bldg. Washington 25, D. C.	Atlanta
AMS	Andrew C. Robison, Chief, Grading & Market News Branch	AMS, Cotton Division USDA Room 602, Annex Bldg. Washington 25, D. C.	Atlanta

FLORIDA

FHA	John R. Butler Agriculturist	FHA, USDA Cheops Office Building 35 North Main Street Gainesville, Florida	Atlanta
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AMS	Thomas Wilson, Assistant Area Field Supervisor, Food Distribution Division	AMS, USDA 50 Seventh Street, N.E. Room 252 Atlanta 23, Georgia	Kansas City
FS	Clinton S. Herrick, Jr. Adm. Off., Div. of State and Private Forestry	Forest Service, USDA Atlanta, Georgia	Atlanta
FS	Douglass A. Craig, Div. Chief, State & Private Forestry	Forest Service, USDA Atlanta, Georgia	Denver

IDAHO

ASC	Alton D. Crowe, State Adm. Off.	Idaho State ASC Office P. O. Box 4068 Boise, Idaho	Kansas City
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ILLINOIS

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IOWA

SCS	Harlon H. Backhaus, Assistant State Conservationist	SCS, USDA Iowa Bldg., 4th Floor 505 6th Avenue Des Moines, Iowa	Kansas City
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KANSAS

FCIC	Dean W. Bernitz State Director	FCIC, USDA 417 Humboldt Street Manhattan, Kansas	Kansas City
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FHA	Marvin E. Johnson Administrative Officer	FHA, USDA 420 New England Bldg. 5th & Kansas Avenue Topeka, Kansas	Kansas City
AMS	Jasper E. Pallesen Agricultural Statistician in Charge	AMS, USDA, Agricultural Estimates, 207 Federal Building Topeka, Kansas	Denver

KENTUCKY

SCS	Herschel Hecker State Conservationist	SCS, USDA 231 West Maxwell Street Lexington, Kentucky	Denver
ES	George P. Summers Personnel & Training Officer	Extension Service College of Agriculture University of Kentucky Lexington, Kentucky	Kansas City

LOUISIANA

FHA	Roy Ussery Administrative Officer	FHA, USDA 1517 Sixth Street Alexandria, Louisiana	Kansas City
ARS	Fred M. Smith, Adm. Officer, So. Utilization Research & Develop- ment Division	ARS, USDA 2100 Robert E. Lee Blvd. New Orleans, Louisiana	Denver

ARS	Earl D. Sharar, Regional Business Manager, So. Region Business Office	ARS, USDA Lowich Building 2026 St. Charles Avenue New Orleans, Louisiana	Atlanta
CSS	T. R. Turner, Chief	CSS Commodity Office Wirth Building 120 Marais Street New Orleans, Louisiana	Kansas City

MARYLAND

ARS	Martin G. Weiss Associate Director Crops Research Div.	ARS, USDA Plant Industry Station Beltsville, Maryland	Atlanta
ARS	Dale E. Harper Supervisory Safety Engineer, Employee Development & Safety Branch	ARS, USDA Plant Industry Station Beltsville, Maryland	Denver

MICHIGAN

SCS	Simon K. Kamminga State Administrative Officer	Michigan State University Wells Hall, Unit E East Lansing, Michigan	Atlanta
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MINNESOTA

FS	John Von Borgen, Forest Supervisor	Chippewa National Forest Cass Lake, Minnesota	Atlanta
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CSS	Harold W. Seilers Management Analysis Officer	CSS Commodity Office 1006 West Lake Street Minneapolis 8, Minnesota	Denver
CSS	William F. McPherson Supervisory Agricultural Marketing Specialist x	CSS Commodity Office 1006 West Lake Street Minneapolis 8, Minnesota	Minneapolis

CSS	Raymond Jokinen Supervisor Accountant	CSS Commodity Office 1006 West Lake Street Minneapolis 8, Minnesota	Minneapolis
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ARS	Bruce J. Limozaine Assistant Regional Adm. Service Officer RBO	ARS, USDA 35 South 5th Street Minneapolis 2, Minnesota	Minneapolis
AMS	Edward Liebe, Grain Technician	AMS, USDA 116 Federal Office Bldg. Minneapolis, Minnesota	Minneapolis
SCS	W. M. Roberts Area Conservationist	SCS, USDA 118-1/2 North Broadway Rochester, Minnesota	Minneapolis
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	Chester R. Holmstrom Personnel Officer	Farm Credit District of St. Paul 346 Jackson Street St. Paul, Minnesota	Denver
SCS	P. G. Hennig, Jr. State Administrative Officer	SCS, USDA 517 Federal Courts Bldg. St. Paul 2, Minnesota	Minneapolis
FS	James T. Morgan, Chief, Division of Forest Economics	Forest Service, USDA St. Paul Campus. Univ. of Minnesota, Lake States Forest Expt. Station St. Paul 1, Minnesota	Minneapolis
FHA	Gordon F. Klenk, State Director	FHA, USDA 203 Federal Courts Bldg. St. Paul 2, Minnesota	Minneapolis
AMS	Earl Biddick	AMS, USDA 568 State Office Building St. Paul, Minnesota	Minneapolis

AMS	David Mesick, Anal. Stat. (Agricultural)	AMS, USDA 531 State Office Building St. Paul, Minnesota	Minneapolis
FCIC	Bertram H. Johnson Agriculturist (Regional Underwriter)	FCIC, USDA 410 Globe Building P. O. Box 3110 St. Paul 1, Minnesota	Minneapolis
ARS	Winton G. Evans Veterinary Livestock Inspector, ADE	ARS, USDA 410 Globe Building St. Paul 1, Minnesota	Minneapolis
ASC	Elvin J. Person State Administrative Officer	Minnesota ASC State Off. USDA 1104 Main P. O. Building St. Paul 1, Minnesota	Minneapolis
CES	Roland Abraham Assistant Director	Cooperative Ext. Service University of Minnesota University Farm St. Paul 1, Minnesota	Minneapolis
SCS	Lee K. Moore Area Conservationist	SCS, USDA 107-1/2 S. Minn. Ave. St. Peter, Minnesota	Minneapolis
SCS	H. G. Halverson Area Conservationist	SCS, USDA 2nd & Atlantic Avenue Thief River Falls, Minn.	Minneapolis
SCS	William W. Russell Assistant State Conservationist	SCS, USDA 517 Federal Courts Bldg. St. Paul 2, Minnesota	Minneapolis
CSS	Lawrence Arent Asst. to the Director Commodity Office	CSS, USDA 1006 West Lake Street Minneapolis 8, Minnesota	Minneapolis

MISSISSIPPI

ARS	Frank I. Jeffrey Asst. Regional Sup. Plant Pest Control Div.	ARS, USDA 3505 25th Avenue Gulf Port, Mississippi	Kansas City
ARS	Lewis J. Pate (Veterinarian Live- stock) Inspector in Charge of Jackson ADE Station	Animal Disease Eradica- tion Div., ARS, USDA, 702 Milner Building Lamar and Pearl Streets Jackson, Mississippi	Atlanta

FHA	Charles G. Deaton Adm. Officer	FHA, USDA Room 450, Milner Bldg. Jackson, Mississippi	Atlanta
AMS	Ray B. Converse State Statistician	AMS, USDA 1002 State Office Building Jackson, Mississippi	Atlanta
<u>MISSOURI</u>			
FHA	Charles C. Cornett Adm. Officer	FHA, USDA 812 Cherry Street Columbia, Missouri	Kansas City
REA	R. Bernard Galbreath Adm. Officer	REA, USDA 200 North Moss Columbia, Missouri	Kansas City
CSS	S. J. Williams	Commodity Office CSS, USDA Westport Road Kansas City 11, Missouri	Denver
CEA	Richard P. Sargeant Accountant	CEA, USDA 854 Board of Trade Bldg. Kansas City 5, Missouri	Kansas City
FCIC	Jack H. Morrison Area Director	FCIC, USDA 6848 Locust Street Kansas City, Missouri	Kansas City
CSS	Theodore H. Anderson Deputy Director for Management Commodity Office	CSS, USDA 560 Westport Road Kansas City, Missouri	Kansas City
<u>MONTANA</u>			
FS	Thurman H. Trosper Forester	FS, USDA Bitterroot National Forest Hamilton, Montana	Kansas City
FS	Victor O. Sandberg Asst. Chief. Div. of Personnel Management	Forest Service, USDA Missoula, Montana	Denver
ARS	Dale Suplee Veterinarian in Charge Animal Disease Eradication Office	ARS, USDA Box 197 Helena, Montana	Kansas City

NEW MEXICO

SCS	Ray C. McDaniel Deputy State Conservationist	SCS, USDA P. O. Box 1348 Albuquerque, New Mexico	Kansas City
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NORTH CAROLINA

AMS	Henry L. Rasor State Statistician	AMS, USDA 207 State Department of Agriculture Building Raleigh, North Carolina	Denver
SCS	R. M. Dailey Deputy State Conservationist	SCS, USDA P. O. Box 5126 Raleigh, North Carolina	Kansas City

OREGON

CSS	Walter L. Cline	Portland CSS Commodity Office, CSS, USDA 1218 S. W. Washington St. Portland, Oregon	Kansas City
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PENNSYLVANIA

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FS	Glen R. Allison, Chief Section of Coop. Pest Control, Division of State & Private Forestry	FS, USDA, Center Bldg. 6816 Market Street Upper Darby, Pennsylvania	Atlanta
SCS	John L. Hull Soil Conservationist E. & W.P.U.	SCS, USDA 6816 Market Street Upper Darby, Pennsylvania	Atlanta
FS	E. M. Karger, Div. Chief Operation, Fire Control & Personnel Mgmt.	FS, USDA Center Building 6816 Market Street Upper Darby, Pennsylvania	Atlanta
FS	Ross Stump Adm. Officer Div. of Operations	FS, USDA Center Building 6816 Market Street Upper Darby, Pennsylvania	Kansas City

SOUTH CAROLINA

SCS	George A. Meares State Administrative Officer	SCS, USDA Federal Land Bank Bldg. 1401 Hampton Street Columbia, South Carolina	Atlanta
FHA	Joseph L. Trihey Administrative Officer	FHA, USDA Federal Land Bank Bldg. 1401 Hampton Street Columbia, South Carolina	Atlanta

SOUTH DAKOTA

SCS	E. C. Bjorklund Deputy State Conservationist	SCS, USDA P. O. Box 1357 Huron, South Dakota	Kansas City
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TENNESSEE

ASC	Thomas S. Miller Administrative Assistant	Tennessee ASC Office USDA Room 579, U.S. Court House Nashville, Tennessee	Atlanta
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TEXAS

FHA	Tulane S. Smith	FHA, USDA 500 South Ervay Street Dallas 1, Texas	Denver
AMS	Raymond J. Totoro Assistant Area Supervisor Food Dist. Division	AMS, USDA 500 South Ervay Street Room 3127 Dallas 1, Texas	Kansas City
ARS	Robert S. Kiildsen Asst. Insp. in Charge Meat Inspection Div.	ARS, USDA 315 U. S. Court House Fort Worth 2, Texas	Kansas City

UTAH

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WASHINGTON

ES	John P. Miller Assistant Director of Extension Service	State College of Washington Box 328, College Station Pullman, Washington	Kansas City
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REA	Fred J. Hartt Operations Field Representative	REA, USDA Apt. 905-B Nettleton Apartments Seattle, Washington	Denver
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WISCONSIN

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ASC	Richard Dresen Administrative Officer	Wisconsin ASC St. Office P. O. Box 1227 Madison 4, Wisconsin	Minneapolis
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AMS	Clarence D. Caparoon Agricultural Statistician	AMS, USDA 421 South State Capitol Madison, Wisconsin	Minneapolis
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FS	Gordon D. Logan Administrative Officer Div. of Adm. Management	FS, USDA Forest Products Laboratory Madison 5, Wisconsin	Minneapolis
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ARS	Melvin J. Hatter Assistant Inspector in Charge, MID	ARS, USDA 551 D Federal Building Milwaukee, Wisconsin	Minneapolis
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